

# National Parent-Teacher

THE P.T.A. MAGAZINE



April 1955

# Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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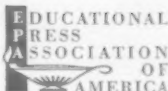
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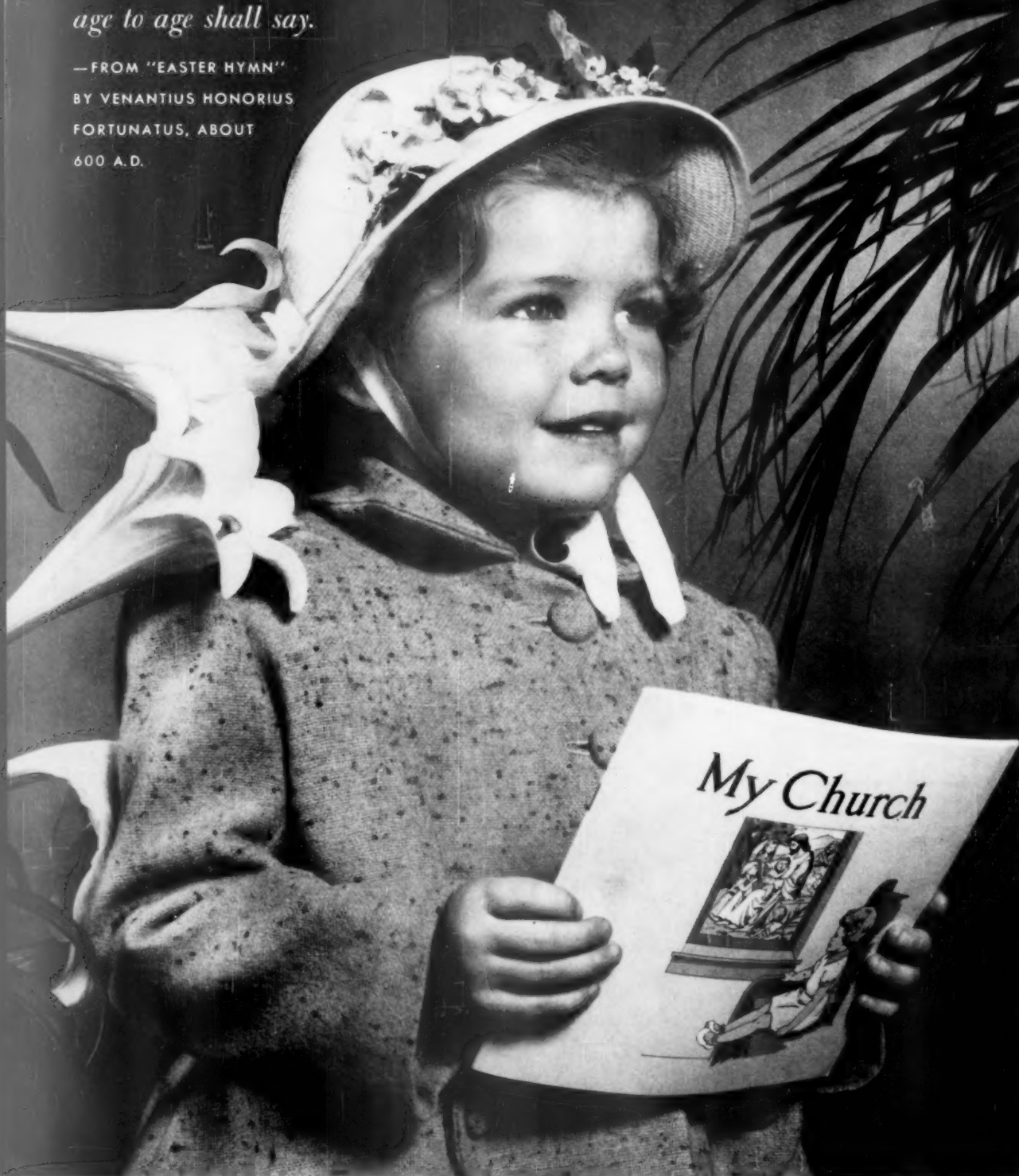
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*"Welcome, happy morning!"  
age to age shall say.*

—FROM "EASTER HYMN"  
BY VENANTIUS HONORIUS  
FORTUNATUS, ABOUT  
600 A.D.







## *The President's Message*

# Easter Eternally Returning

AGAIN EASTER sunrise breaks over the earth. For many weeks grey skies have sealed off the sun, and dark casings have kept a tight grip over new buds. With Eastertide a warmth spreads over the land. We watch sun and blossoms reappear, and we know that the earth is nearing the end of its bondage to winter.

For centuries men have marked this happy turn in the year's cycle. In joyous festivals they have cheered the departure of cold and darkness and welcomed the return of sun and light.

But Easter is more than a turning point in the march of the seasons, more than a day on the calendar marking changes in the outer world of nature. Easter is also a cycle of triumph in man's inner world.

At times even the hardest of men know discouragement, if not despair. And this winter of the spirit may be a long one. It may for a time seal off hope—but only for a time. For man does not thrive in everlasting despair. Ultimately he flings open his tombs of darkness and emerges from them to walk and to live in the light.

This miracle also is Easter, the Easter of the spirit breaking its bondage to fear and anxiety. It is a miracle of the spirit turning to welcome a rebirth of hope and to echo the universal prayer for peace—

peace in the world and peace in the minds and hearts of all men.

AT EASTERTIDE, more than at any other season, we whose lives are founded securely on faith are reminded that this faith must be instilled in our children. Those ideals for which we strive and which in some measure we have achieved—the ideals of freedom, democracy, and brotherhood—are bound up with our faith. If we are to continue our striving toward these ideals we must look to their source. And that source is our religious belief. Freedom, democracy, brotherhood—these are Christian ideals. We must pass on to our children not only these ideals but also the faith that nourishes them.

As we observe Easter with our children, let us be mindful of the blessings that have been bestowed on mankind, and let us remember too the divine potentialities that lie within all of us.

Easter is a day, a season. Easter is also hope and faith that eternally light man's skies.


*Lucille P. Leonard*

*President, National Congress of Parents and Teachers*

# Putting

Fresh streams of thought are pouring into our small colleges. Fresh hope is stirring in college professors who are near or past retirement age. Why the new surge of spirit? Because we have come to realize what a treasured resource we have in the proved wisdom of these extraordinary men and women.

Murray Teigh Bloom



THIS YEAR, as in many years past, hundreds of able-minded university professors will be forced to stop teaching, for no reason except that they have reached the compulsory retirement age. But a growing number of such skilled and experienced teachers will be saved from oblivion as a result of an experiment started by the John Hay Whitney Foundation of New York in 1952. This experiment, which has had far-reaching effects, shows how the alert, active minds of retired university professors can be used in small colleges to the great benefit of the students, the colleges, and the professors themselves.

Recently I visited some of the retired professors who have sought out new challenges to their teaching abilities. These teachers are loaded with aca-

demical honors; their reputations have long since been established. Ironically enough, this can be something of a handicap for them, as I discovered at Bethany College in West Virginia while sitting around a table in the Beehive, the students' informal social center. There I talked with some students who were taking courses from Daniel S. Robinson, former chairman of the philosophy department at the University of Southern California in Los Angeles. He was retired in 1954.

"At first a lot of us were afraid to sign up for his class," a pretty junior said. "Philosophy could be hard enough, but here it was going to be spouted by one of the country's leading authorities. And we knew he'd been teaching graduate students, so we

© H. Armstrong Roberts

# Mr. Chips Back to Work

thought he'd probably expect too much from us."

Dr. Robinson, a cherubic-faced sixty-six after forty years of teaching, is a practical philosopher. He has held a pulpit as a Protestant minister and served in both wars as a navy chaplain. He knew what Bethany students were thinking. At his first lecture, when he saw bright new notebooks whipped out to capture his precious words forever, he began:

"Education has been defined as that mysterious process whereby information passes from the lecture notes of the professor, through the fountain pen, and onto the notebook of the student, without passing through the mind of either."

The students relaxed their tight grips on their pens.

"Now," he went on, "I don't expect any of you to become philosophers in four or five weeks. In fact, my main job here is not to get notes taken but to get you to think."

The professor made a profound impression. In a week more than a hundred students—a fifth of the college's total registration—were enrolled in Dr. Robinson's three courses.

"To look at him," a husky sophomore said, "you'd think he was someone's grandpop left over from Homecoming Week or something. But you get in a class with him and you know this man *knows*. You disagree with him and he'll listen to you. He has respect for your ideas, even though he can show you where you're wrong. He's really got us to think, not just sit there and take notes."

## Adding Up the Human Benefits

Joseph Hudnut, sixty-eight, retired dean of the Harvard School of Design, had an electric effect at Colby College in Waterville, Maine, when he was appointed a Whitney visiting professor there in 1953. Enrollment in the three courses he taught zoomed from sixty to a hundred and forty. Several younger faculty members attended his lectures on "The Design of Cities." When his students wrote their final exams, more than half of them added notes of appreciation for the course, and he received more valentines from girl students than any other male teacher.

His popularity extended far outside the classroom.

His six Sunday evening public lectures on modern architecture were received by full halls of townspeople and students.

He knew he had really arrived when, during his lecture on the Greek temples, a student brought him a picture of the Parthenon. "Say, professor," asked the enthusiastic youngster, "have you seen *this* one?"

At Washington College on the rural eastern shore of Maryland, Helen Sandison, a seventy-year-old, white-haired retired Vassar English professor, told me why she was still teaching and having fun doing it.

"They were almost apologetic when they asked me to take a freshman English section. But it was what I wanted to do. I feel strongly that the more experienced teachers should handle the younger students, because that's where we can do the most good. Concentrating the most experienced teachers on graduate studies is a mistake, I think."

After she showed me through her pleasantly furnished four-room apartment which the college provides her, Miss Sandison spoke of her initial qualms about teaching boys after all her years at women's colleges. "And I suppose," she laughed gently, "the boys of this coed school must have had doubts about me, too."

But the doubts were quickly resolved. First of all, she knew everyone's name by the second class meeting. Then came the little incident that many students still remember. On her way to class she missed a step, stumbled, and broke her glasses against a door. Instead of canceling her class, however, she continued normally, even though dark bruises appeared over her eye. "I really didn't think it was serious at the time," she recalls. "But I suppose subconsciously I felt like an ambassador from the land of the retired. I had to show that a little thing like that wouldn't faze us."

In Atlanta, Wilbert Snow is leaving his mark on a small Negro college, Morehouse. Dr. Snow, who is seventy, tall, thin, alert, and sad-eyed, looks twenty years younger. Not only was he professor of English at Wesleyan University in Connecticut for thirty-three years but also a practical politician who had been elected lieutenant governor. He is, in addition,



a poet whose six volumes on New England themes sell well.

All that made some of the Morehouse faculty a bit apprehensive. But they found after a few weeks that, above all, Wilbert Snow is a remarkably lucid and witty teacher of American and English literature. He and Mrs. Snow were a little saddened at having to leave their comfortable, 250-year-old home in Middletown, Connecticut, but both of them knew that teaching was a life force for him.

When William C. Lehmann went to Center College at Danville, Kentucky, after teaching at Syracuse University for twenty-seven years, he was able to fill a vital gap in the curriculum by teaching three sociology courses—courses that hadn't been given on the campus for some years. Their absence caused several students to leave the college last year. Yet to at least one student Dr. Lehmann serves an even more important function. "When I graduate," she said, "I plan to teach. So do a lot of my classmates. But we've worried about a teacher's so-called declining years. Now Dr. Lehmann has shown us that teaching is something you can do almost as long as you live."

### Conserving Our Intellectual Wealth

Dr. Lehmann and the other Whitney visiting professors are a fortunate few. Ordinarily the economics of academic retirement are cruel. Some "ivy college" professors retire on a pension of as much as six thousand dollars a year, but according to George E. Johnson, vice-president of the Teachers Insurance and Annuity Association, the average pension is

under fifteen hundred dollars a year. Although professors with scientific backgrounds may get well-paid consulting posts after retirement, teachers in the humanities—philosophy, languages, history, literature—can seldom get any monetary return for their vast learning. Reduced to a pittance and cut off from their usual classroom activity, many become whispered campus tragedies.

I heard about these sad cases for the first time in 1949 from one of our great teachers, the late Dean Christian Gauss of Princeton. He spoke with feeling of the tragedy of the retired professors cut adrift, the "academic DP's."

"These fine, tempered minds should not be allowed to go to waste or to seed," he said. "Think of the small colleges all over the country that would welcome a retired and still able professor to their teaching staffs! If these colleges could pay even a thousand dollars a year it would make all the difference between the inadequate university pension and a decent standard of living."

Dean Gauss talked about his idea to other university people. It took further shape in his mind when he was unexpectedly called in by John (Jock) Hay Whitney. Mr. Whitney, now fifty, is a young-minded, vigorous financier, a noted horseman, and a philanthropist. He was seeking advice on how he might help the field of the humanities, which he studied at Yale and Oxford.

Soon the present plan for retired professors was evolved. The Whitney Foundation would guarantee each man seventy-five hundred dollars for the year. The college in turn would agree to provide his quarters, limit his teaching load to nine hours a week, and pay part of the salary—usually about twenty-five hundred dollars. Nominations for the visiting professorships are made by friends and colleagues of the retired men. But in large measure the choice is left up to the college itself, which can apply to the Foundation for a visiting professor in a certain field. The Foundation tries to give the college a choice of two or three men or women.

The first six appointees went out to the small colleges in September 1952—nearly a year too late for Dean Gauss to see the fruition of the wonderful idea that he had helped bring to life. He died in November 1951.

In 1953 the New York Foundation joined in the Whitney program. It now provides funds for another six visiting professorships. So far, some thirty valuable teachers have been appointed.

Edward M. Cameron, a New York lawyer who is a trustee of Wells College in Aurora, New York, asked himself why colleges couldn't do this on their own. At a trustees' luncheon in 1950 he suggested the idea to Mrs. Robert D. Campbell of Pittsburgh. She agreed to finance the plan with a gift of fifty thousand dollars. Since then Wells has had four promi-



nent retired professors on its faculty, each in a different field. As L. J. Long, president of the college, puts it:

"Each generation of students has an opportunity to study with four nationally known teachers in four academic departments. And best of all, perhaps, each Campbell professor has brought to our campus a freshness of viewpoint, an enthusiasm for teaching, and a genuine understanding of the undergraduate mind. Each of them has given more than was required."

### The Active Years Lengthen

Alvin S. Johnson, former director of the New School for Social Research in New York, used a fund given him on his seventy-fifth birthday to institute a program of hiring retired professors. He felt that the adults who are students at the New School would doubly appreciate the wisdom of the retired. Recently Dr. Johnson, now eighty and active president emeritus of the New School, told me why the hiring of retired professors works out so well:

"Most teachers really feel they are better teachers at sixty-five than they were at fifty-five. And they don't want to stop at sixty-five because they need the stimulus of teaching for the sake of their livers and their souls. Even seventy is too early for retiring a good teacher. The most distinguished intellectual work of Franklin, Jefferson, Voltaire, Goethe, Cicero, and Sophocles was done after sixty-five. Among the professors retiring this year there are hundreds who have better work in them than they have ever done.

"What we forget is that after sixty-five the mind rusts out more quickly than it wears out. It must be used. The shadow of retirement tends to chill one's blood five or even ten years ahead of time. The to-be-retired professor begins to slow down, to run on routine."

Many small Negro colleges don't have rich alumni to help bring great retired professors to their alma mater. The Rockefeller-endowed General Education Board has helped several Negro colleges to hire well-qualified retired professors, such as Lou LaBrant, who used to be a professor at New York University and now teaches at Atlanta University. Dr. LaBrant, president of the National Council of Teachers of English and a charming, vivacious woman in her sixties, looks upon her present work as the most important challenge she's ever faced.

The growing use of retired professors in small colleges has been observed with increasing interest by university administrators. Compulsory retirement at sixty-five begins to seem silly. So several universities have raised the age to seventy—and promptly invited the retired great teachers of other universities to come join their faculties. Warder Allee, noted University of Chicago biologist, was invited after his retirement to become head of the department of

biology at the University of Florida. His arrival was hailed most enthusiastically by younger faculty members, men who ordinarily might resent the coming of an older man from the outside lest his presence slow down promotions.

At Florida even the compulsory retirement-at-seventy rule is raising questions. Several professors, such as A. R. Mead and Thomas M. Simpson, still active and alert at retirement, have gone on to further teaching at small colleges.

The University of Wisconsin, which also has a retirement-at-seventy rule, was given a special fund of forty thousand dollars in 1951 to pay for special teaching, research, or public service assignments by retired professors. Usually the employment is on a half-time basis, or less. At seventy-nine, Edgar Bernard Gordon, a pioneer in teaching music by radio, is retained to continue his radio classes for some eighty-five thousand Wisconsin students.

These are promising straws in the wind for the twenty-five hundred college teachers who retire every year and the six to seven thousand retired college teachers who are now believed to be interested in continuing their classroom work. But until now there has been no simple and dignified method of finding out which colleges are interested in taking on retired teachers. A great natural intellectual resource has been squandered, partly because we have had no central facility for bringing together the retired professors and the colleges that could use them.

A promising beginning has now been made, however, by the John Hay Whitney Foundation. It has begun a registry of retired teachers who are willing and able to undertake a second career at some small college, for less salary than they formerly earned. Some three hundred men and women are already listed.

As I looked over the past accomplishments of the retired professors on the registry, I kept thinking of a pretty girl at Wells College who had been studying Plato with Jacob Loewenberg. Professor Loewenberg had come to Wells after retiring from the University of California, where he had taught philosophy since 1915. In Plato's *Republic* she had found what she thought was the best possible reason for small colleges to hire retired professors:

"It gives me pleasure," says Plato, "to converse with the aged. They have been over the road that all of us must travel."

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*Murray Teigh Bloom is a well-known contributor to leading magazines. During World War II he taught magazine writing at Biarritz-American University in France and was roving correspondent for the French and German editions of Stars and Stripes. He has been connected with a number of newspapers—most recently the New York Post. Mr. Bloom is married and lives with his family on Long Island.*

# *Have Child-rearing* *Customs* **CHANGED?**

Ruth Strang and Muriel S. Patterson

**This is the eighth article in the 1954-55 study program on the preschool child.**

No one has yet discovered an easy way to "bring up a child in the way he should go." But there are those in every generation who try earnestly to do a first-class job. And if their ideas differ—well, babies differ, too, and so do the times and the locale of their upbringing.

"WHAT'S the best way to bring up a child?" If you traveled around the world and asked that question wherever you went, you would get a bewildering variety of answers. In one primitive tribe you would find babies being consistently treated with affection—fondled a great deal, passed around from one person to another like playthings. And you would learn too that if conditions continued to be favorable these children would grow up to be friendly, cooperative adults. In another primitive tribe you'd see babies nursed at irregular intervals, disciplined inconsistently, left uncovered at one time and at another almost smothered with clothing. And you might not be surprised to discover that these babies generally grow up to be suspicious, unambitious adults.

In our own country, too, there is a wide range of child-care practices. In some large families each new baby is treated as a plaything; in others, the baby is left alone most of the time. Some mothers feed the baby whenever he is hungry and pay little attention to toilet training in the early years. Other

mothers believe in having a regular feeding schedule and training the child in the ways of civilized life as early as possible.

On the other hand, our recommendations for child rearing have undergone fairly uniform changes during the last forty years. There has been a gradual change in our attitude toward breast feeding. In 1914 it was considered not only physically but morally right. Now breast feeding is considered preferable but not essential. The important thing is that the mother feel calm, easy, relaxed, and confident.

With respect to feeding times, the emphasis has shifted from a rigid schedule to a flexible one that fits in with the baby's and the family's needs. Extremes are to be avoided. While letting the baby's own rhythmic demands guide her, the mother will avoid feeding him whenever he wishes to be fed. Carrying "self-demand" too far may make the child imperious and self-centered.

In 1914 the recommended age at which to begin weaning the baby was five or six months. It is now around eight months, and all experts agree that the process should be gradual.

Forty years ago a mother was advised to begin her child's toilet training at three months or earlier. Now a mother is advised not to start bowel control until the baby can sit by himself, at eight to ten months. Bladder control should be started soon after bowel control is fairly well established. Day-time control is achieved between one and two years; night control a little later. The present emphasis is on a relaxed, sympathetic attitude that evokes willing cooperation on the part of the baby.

Even more marked changes have taken place with respect to food and eating habits. In 1914 not much



© Photo by Koehn

By popular request—a picture of David Alistair Grant, the editor's baby, at four and a half months.

solid food was given during the first two years. Now foods other than milk are introduced when the baby is about three or four months old. The same emphasis on an easygoing attitude is evident in regard to feeding. It doesn't matter whether fruits or cereals are introduced first. The main aim is to have the baby enjoy each new food as it comes along. If he does not enjoy it now, it can be tried again.

### Tracing a Habit to Its Cause

The attitude toward thumb-sucking has also changed. However, writers have long spoken of the ineffectiveness of drastic measures like tying the child's hands, putting bitter-tasting substances on his fingers, or using mechanical devices to keep his fingers away from his mouth. These measures are definitely denounced now. Modern practice takes account of the reasons underlying thumb-sucking—loneliness, boredom, and an unsatisfied desire to suck—and suggests more mothering and attention to help meet these needs. The once-spurned pacifier is no longer rejected. Under certain conditions a pacifier can relieve colic, comfort a fretful baby, and perhaps prevent him from prolonging the thumb-sucking habit.

For the first two and a half months of his life Paul had a violent case of colic. Despite endless formula juggling and the use of antispasm drops, the colic persisted, and nothing seemed to help. On one occasion during his first weeks, his mother gave him a pacifier, not because she thought it would help the colic but because she had read that an infant's sucking need is often not completely satisfied

by bottle-sucking alone. She used the pacifier almost secretly, knowing that pacifiers had been taboo in pediatric circles.

Paul took to his pacifier immediately and stopped trying to chew his hand. To his mother's even greater delight, the pacifier proved to be the long-desired means of stopping his screams during colic attacks. Time after time he went to sleep chewing the pacifier. Some weeks later his mother was both relieved and amused when the pediatrician suggested that she get a pacifier as part of the pain-relieving treatment for colic.

In addition to helping relieve his colic, the pacifier benefited Paul in other ways. The fact that he has never sucked his thumb to any considerable extent is due, his mother believes, at least in part to the pacifier. He is fourteen months old now, and he still likes the pacifier at bedtime. If he awakens during the night he reaches for it and usually goes right back to sleep. If he cannot find it, he cries until one of his parents gets it for him. Then he chews contentedly on it until he dozes off again.

The attitude toward masturbation has also changed. It is no longer considered an injurious practice that should be immediately checked. The present practice is to accept a certain amount of it as natural. Redirecting the child's attention, answering his questions about sex frankly, honestly, and casually, and giving him opportunities to become aware of the physical differences between sexes will satisfy some of his normal interest. The thing above all to avoid is making him feel guilty about it.

Recommendations to mothers about hours of sleep

have not changed very much. Recent books and articles say that an infant may sleep twenty-two out of twenty-four hours the first two weeks. At six months, he will sleep twelve hours at night and three to five hours during the day. At one year he may have two short naps or one long one. Nevertheless it is now recognized that every young baby is different and that recommended hours of sleep may be modified in accord with individual needs.

The let-him-cry-it-out theory has given way to a little old-fashioned comforting. In the first year of life the baby acquires a sense of trust through being fed when he is hungry, covered when he is cold, and comforted when he is unhappy. Babies who are nervous, tense, or highly sensitive are especially in need of comforting.



© Elisabeth Hibbs

Paul was put to bed at a definite hour, with some of his favorite toys. Mother and Daddy kissed him goodnight and went downstairs. Most nights he goes to bed without any fuss, but not tonight. For a few minutes silence reigned; then Paul began to cry. Soon shrieks and sobs rent the air.

In an earlier era he probably would have been left to cry it out and thus learn that when he was put to bed he was to go to sleep without a murmur. Instead his mother went to see what she could do to send him to sleep happily. She picked him up, patted him, and, as he stopped crying, let him see and touch his favorite toys and stuffed animals. When he was calm and smiling, she put him back in the crib and let him play with the toys there. After a few minutes she laid him down and sang his favorite song, "Mary Had a Little Lamb." He held his rattle and listened attentively. She kept on singing until he began to close his eyes and seemed content. When he dozed off, she quietly left the room.

The extra time required to get Paul to sleep was only ten or fifteen minutes, whereas he might have spent hours crying himself to sleep. If he had been left to "cry it out," both child and family would have been frustrated, overwrought, and exhausted. It was better to give him comfort when he needed it.

If Paul demands extra attention, his mother believes he needs it and should have it. After he has developed a sense of trust, he will not demand special attention except when it is essential for his physical or emotional comfort. On the other hand, if he were left to cry himself to sleep in the first year or two of life, he probably would cry with increasing intensity for a number of nights; then stop, knowing it was useless. Since no one seemed to care enough to come when he was obviously miserable, he might develop an initial feeling of inadequacy, hopelessness, and "aloneness" that could persist all his life.

This is the modern emphasis—to recognize and remove the possible causes of crying, to take time to put the child gently to bed, but not to pick him up every time he whimpers a little, especially as he grows older.

### A Child's-eye View of Things

Some actions that used to be regarded as problems are now viewed as progress, as a necessary step toward maturity. When a three-year-old child says "I won't" or "No" we are well advised to consider whether his negative behavior may not be an attempt to move away from the complete dependency of infancy. He may be practicing at being independent.

The modern mother tries to look at things from the child's point of view. Although parents have long been advised to try to get into the child's world and see things through his eyes, practice has lagged behind theory. However, today's parents seem to be doing more to adapt their homes to children's needs.

When Paul reached the stage of crawling, he ran literally head on into furniture and furnishings. His mother soon realized that something had to be done or her house would be wrecked. Should she slap Paul's hands and say "No, no" every time he touched a treasured knickknack or tried to pull over a lamp? Was this how he would learn to live in an adult world and not play with the things that were part of that world? Her older sister's baby had been brought up on the theory that a child should adapt himself to his parents' way of doing things, without much allowance for his own development. Paul's mother decided in favor of the more modern practice of trying to meet the child part way, by arranging things as much for his convenience as possible.

To make things easier for both of them, she modified the furnishings of the rooms in which he crawled by stripping them of breakable or harmful objects. Entrance hall, living room, dining room, and

*(Continued on page 33)*





• *What is the meaning of President Eisenhower's proposal to Congress for federal aid to the schools?*

This is such a complex matter that I'll present it in question-and-answer form:

**Q.** What is the President's proposal?

**A.** That the federal government help communities to build needed schools.

**Q.** Why?

**A.** The President is convinced that the tidal wave of children now reaching the schools has created an emergency that threatens to overwhelm many communities and states. By 1960 we shall need 720,000 more classrooms at a cost of \$28,000,000,000.

**Q.** But why aid only for school buildings?

**A.** The President knows the need both for buildings and teachers. But he believes that federal aid for the buildings will ease the financial burden and enable states and communities to raise budgets to improve teaching services.

**Q.** How would the federal aid for buildings work?

**A.** Three kinds of aid are proposed: (1) If you approve a bond issue for a new school but are unable to sell the bonds for under  $3\frac{1}{8}$  per cent interest, the federal government will buy your bonds. (2) If you can't afford a bond issue, the needed school would be erected by a new kind of state school agency and would be rented to your school district at low rates. Federal government credit guarantees (similar to FHA loans) would enable the state school agency to borrow money at a low interest rate. (3) If your district can't even afford to rent a building, your board will say so and the federal government will make, through the state, an outright grant for a new building.

**Q.** Wouldn't this put the federal budget deeper in the red?

**A.** The President estimates that his proposed program would result in 300,000 new classrooms in three years at a cost of \$7,000,000,000. However, the actual cash outlay by the federal government would not be large: about \$220,000,000 in cash over three years and \$750,000,000 in loans that would presumably be repaid. In other words it would be mostly

Uncle Sam's credit instead of his—and your—cash.

**Q.** Are many school districts forced to pay more than  $3\frac{1}{8}$  per cent interest for school bonds?

**A.** No. Of the two billion dollars in school bonds sold last year, only \$76,000,000 (according to one estimate) were sold at more than  $3\frac{1}{8}$  per cent.

**Q.** What are these state school agencies?

**A.** This is a fairly new idea. It resembles the New York Port Authority, which sells bonds to build great bridges like the George Washington Bridge as well as tunnels, airports, and so on, and then charges the public tolls to pay for them. Similarly two states, Georgia and Pennsylvania, have created new agencies that sell bonds, build schools, and rent the buildings to local districts at a fee which pays the interest and ultimately the entire cost of the building.

**Q.** Will this system work in other states?

**A.** Some say yes; some, no. In most states special legislation would be required; in several cases, a constitutional amendment.

**Q.** Does this program create the danger of federal interference in local education?

**A.** President Eisenhower maintains that his proposal offers the least possible danger. Edgar Fuller, executive secretary of the Council of Chief State School Officers (that is, state superintendents and commissioners), is reported to disagree.

**Q.** What do the Democrats say?

**A.** Democratic sentiment in part supports the proposal of Senator Lister Hill (Alabama) for general federal aid on an equal-distribution formula, to be administered by the states. Such aid could be used for salaries.

**Q.** Are educational leaders in favor of the President's proposal?

**A.** Thus far we have only a few views. Worth McClure, executive secretary of the American Association of School Administrators, has said, "Far too limited." Francis J. Brown of the American Council on Education has reportedly declared that the program "should be in terms of the over-all need of the nation for educational facilities." Hollis L. Caswell, president of Teachers College, Columbia University, says it is "totally inadequate." Carl J. Megel, presi-

dent of the American Federation of Teachers, believes it is "more for the benefit of bankers than a practical program for the benefit of the nation's children." William G. Carr, executive secretary of the National Education Association, says that the proposal "leaves the burden of school construction exactly where it is now—on the back of the local real estate owner and on such supplementary revenues as can be obtained by the taxing power of the states."

So there you are. A great national debate is under way. Two milestones have been erected: (1) For the first time the leadership of *both* parties stands for some kind of federal aid to education. And (2) for the first time we are talking in terms of *billions* of dollars needed instead of millions.

• *We have three hundred dollars to buy new books for our consolidated-school library. It is a small library, and many of the books were contributed by parents. How can we get the most and the best for our money?*—Mrs. A. J.

Has no one thrust a book list in your hand? My, my! How could you have been missed?

Frankly, I'm awed by book lists. I feel as if they were decisions handed down by a sort of Supreme Book Court—this book in, that one out. There are, however, some highly reliable book lists, which I shall proceed to mention after asking you a few questions. Why not find out first of all what books you need most? Have the teachers been asked for their suggestions? What requests does the librarian—or part-time librarian—receive that can't be filled? Do you realize that, as reading specialist G. Robert Carlsen says, "in any class there is probably a six- to ten-year span in the reading abilities of the students"? Have you thought about the spread of reading interests? Boys don't want to read girls' books.



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Alluring products of American publishers on display in the "Books for the Teen Age" exhibit of the New York Public Library. Teachers, librarians, and parents examine the hundreds of fascinating titles as a guide to selection.

Science-fiction fans demand science fiction. Older slow readers require subject matter that fits their chronological age but is written in fourth- and fifth-grade language. So it goes.

In any case, you may confidently turn to two fountains that spout good advice on books: the American Library Association (50 East Huron Street, Chicago 11, Illinois) and the National Council of Teachers of English (704 South Sixth Street, Champaign, Illinois). The first supplies *A Basic Book Collection for Junior High Schools* (\$1.25), which includes 660 titles, as well as similar lists for the elementary grades (\$2.00) and senior high school (\$2.75). Recently the A.L.A. also issued *Patterns in Reading* (\$2.00), about the interests of teen-agers as observed by Jean Carolyn Roos, supervisor of the youth department of Cleveland's great public library.

Fountain No. 2, the National Council of Teachers of English, periodically revises two widely respected book lists. One is *Your Reading—A Book List for Junior High School* (60 cents; new edition just out). This is designed for use both by subteens and by adults and has titles under topical headings such as "Growing Up," "Real Adventure," "The Religions of Peoples," and so on. For the next higher grade level there is *Books for You—A Reading List for Teen-agers* (40 cents). Currently this carries an insert giving the latest books, but a complete new edition is in preparation.

There are two other book selection helps that I like:

1. *Social Understanding Through Literature* (National Council for the Social Studies, 1201 Sixteenth Street N.W., Washington 6, D. C.; \$1.25). This is a fiction list in which each story is briefly described.

2. *Books for the Teen Age* (New York Public Library, Fifth Avenue at Forty-second Street, New York 18; 25 cents). Each midwinter I go across Forty-second Street to see the exhibit assembled by the Department of Work with Young People. (See photograph.) Librarians working in forty-five branches actively participate in the reading and selecting of books for this collection. Are you looking for new titles? You will find them starred in the library's list.

One kind of book, however, is missing from all these lists—the paper-bound pocket book. Young people already know and buy pocket books, but librarians and teachers haven't quite caught up with the trend. For information on paper-back titles, consult the new *Junior Libraries* edition of the *Library Journal*; the Teen-age Book Club (33 West Forty-second Street, New York 36); Pocket Books, Inc. (630 Fifth Avenue, New York 20); or those master catalogues of books in print.

More than twelve thousand new books come off the presses annually. More and more are written and illustrated for young people. So look over the lists, and read the magazines. We've never had as wide a choice!

—WILLIAM D. BOUTWELL

# Worth a Try



## The Fore and Aft of It

At most well-appointed conventions delegates wear name badges. And ordinarily the badges are worn on the lapel, where it takes no mean skill to learn unobtrusively a name you should know. To do away with these awkward moments convention planners have come up with an idea that combines fun and finesse. Simply issue each delegate two badges, one to be worn in front as usual and one to be worn behind in the vicinity of the collar. Under this double-badge system you can read a fellow conventionner's name tag without his knowledge. Simply approach from behind and steal a glance at the southside badge. Then, taking a wide circle and approaching from the front, confidently greet him or her by name.

## The Tired May Tumble

Do you ever assign yourself a list of chores and make a vow that, do or die, you're going to keep at them till they're finished? Ease up, busy bee. Pushing yourself when you're fagged out can be risky. A tired person is far more likely to have an accident than a rested one. When you feel weariness coming on, shelve your schedule and take time out for a rest or a bit of fresh air. Even a short breather may spare you cuts and bruises. But if you're determined to stay in harness, a simple change of tasks sometimes recharges lagging energies.

## Suitcase Surprise

What is the sternest test a baby sitter faces? Some will tell you it's keeping a child cheerful while his mother goes out the door. The impending departure often sets off a stormy scene abounding in hot tears and prolonged wails. In *Baby Sitter's Guide* Mary Furlong Moore describes her way of mak-



ing departures tearproof and panic-proof. Just as Mother is about to leave, the sitter opens a suitcase she has brought with her. One by one she pulls out tempting surprises packed inside—bright ribbons, colorful rubber balls, crayons, drawing paper, dolls, and picture books. Wide-eyed at the windfall of new playthings, the child usually bids Mother good-by without a murmur—to the abundant relief of all concerned.

## Two Budgets

A boys' club in Chicago is rejoicing over its new home. The 1938 home for the club was a third-floor flat. Four years later the group moved into an abandoned athletic center. And now the new home will be an up-to-date, specially built play center. What will it cost to keep a boy healthily occupied in the modern quarters? Twenty-six dollars a year, sponsors say. What is the cost of keeping the same boy in a state school after he has got into trouble? Just about three thousand dollars a year.

## Open Season on Good Reading

A book fair in the spring? Why not? Summer is not far off, with its long vacation days. Then a stockpile of exciting new titles may be much in demand by junior book lovers. Principal Hillis L. Howie of Clayton, Missouri, has some counsel for planners of book fairs. At his school he makes a point of capitalizing on visitors' interest while it is high. Does someone want to jot down the name of a book? Paper and pencil are on hand. Does someone want to order a striking find? He can do so on the spot. What's more, for the convenience of shoppers, Principal Howie sees that every bookstore in town gets a list of the books on display.



## Giving a Boy a Break

"Let's give one newsboy a year a chance to go to Harvard." This was the decision the Boston Newsboys' Protective Union made in 1906. Since then the organization's Scholarship Fund has sent forty-two boys to Harvard. Of these only one failed. Several earned advanced degrees and have won honors in medicine, architecture and law.

## Tidying Up for Nature's Spring Show

When spring sunshine pours from the skies, almost anything seems possible. This seasonal spurt of zest has not escaped the notice of clean-up committees. In their wisdom they harness the zeal at flood tide. Come spring, several block groups in Chicago each year sponsor a clean-up poster and slogan contest for school children. Some of the best art work blossoms out in shop windows. There the youngsters' posters, with their visions of the city beautiful, nudge the energies of passers-by still untouched by spring fervor. This year block groups in Chicago's Kenwood area are sponsoring a new project—a garden on a wedge of land near the neighborhood's branch library. School children are pitching in to plant and care for the garden.

## A Reading Record

It's the last day of school. Susie, just promoted from first grade, is on her way home. Under her arm she's carrying a farewell present from Teacher. Mother and Dad will be surprised when they unwrap the thoughtful token, and in the years ahead they'll cherish it more and more. The gift? A recording of Susie's best reading. Teacher made it herself. The only equipment she needed was a disc recorder, which the school owns, and record blanks, which are inexpensive.

Gordon Lynn Foster

# Moral Values and Religious Roots

**This is the eighth article in the 1954-55 study program on adolescence.**

WHAT ARE the questions that most concern youth today? Here are some that were asked by one group of high school young people: "Why can't men learn to live together in peace?" "If there is a God, and he is good as we are told, why is there so much bad in the world?" "What will happen to me after I die?" "If I am going to be drafted, and perhaps killed in a war, why shouldn't I have as much fun as possible now?" "What is wrong with divorce? Is it necessary to stay together when you do not get along?"

Such questions as these arise wherever young people are encouraged to express their honest feelings. Sometimes they represent merely the normal skepticism of growing youth, but in many cases they reveal agonizing doubts. Fortunate are those teen-agers who can find adults who will listen to them sympathetically and explore possible answers with them intelligently. It is tragic when adults react to such questions with shock, as though the asking of them were some sort of moral offense.

## **The Ferment of Teen-age Thoughts**

It is traditional for each older generation to view with alarm the moral and spiritual condition of the younger generation. As we grow older most of us conveniently forget the turbulence of our own adolescent years. Yet if we look at American youth realistically we are left with the strong impression that the boys and girls of today reflect the strength and



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weakness of their elders. There is anxiety in them, but there is great anxiety in all of us today. They are confused about fundamental moral values, but so is our whole society.

Nevertheless nearly everyone who works closely with young people and loves them knows that they yearn to discover firm moral values. If they ask embarrassing questions of their parents and adult counselors, this does not necessarily mean that they are revolting from cherished values. In fact, our embarrassment may very well arise out of our own confusion and doubt.

"Everyone around me cheats at school. Why shouldn't I protect myself by doing the same thing?" This was a question asked in a youth discussion recently. Any adult who tries to answer it must first come to terms with his own sense of values. He must face the fact that many grownups proceed on the theory that a man is a fool if he tries to live up to a moral principle which most of the people around him reject.

We find a tendency today to argue moral principles by quoting statistics on human behavior. The argument goes like this: Since figures show that a large percentage of men and women indulge in premarital sex relations, we should bring our sexual standards into line with the facts. But isn't this putting the cart before the horse—and in an exceedingly dangerous way? We seem to forget that a moral principle is a statement of a goal, not a description of current behavior. Nowadays one of the most difficult arguments for any adult to answer is the argument that if "everyone does it," a thing cannot be too bad.

Each generation of youth absorbs the moral values that dominate the society of his time. If the general mood is one of confidence, most young people will share that confidence. When, however, uneasiness and confusion prevail, as they do at the present time, it is not surprising that youth shares this mood.

### **Home, School, and Church Communicate Values**

As parents we often find it hard to put into words our deepest convictions. But we need not be too concerned if we fail to communicate with our children successfully on the verbal level. For the most part they learn our standards by long observation of our behavior. The emotional relationships that actually exist in our homes determine in a thousand subtle ways the attitudes our children will acquire toward other human beings.

If the home is full of suspicion, mistrust, and coercion, the children will assume that this is the way life is and will carry these negative attitudes beyond the home. If the atmosphere of the home is based upon genuine love, respect for persons, and trust of others, these will be the attitudes our children take

**The more chaotic the world becomes, the clearer**

**it appears that the ancient truths must be**

**re-enthroned. Thousands of eager youth are ready**

**to do them honor if led to see in honesty,**

**purity, and moral courage the architects**

**of security and peace.**

into the world. Whatever teen-age problems exist today, then, they are first of all parents' problems, and it is up to us to forestall them. Perhaps not many of us may be able to give our children a philosophical explanation of truth, but from what we are and what we do they will see whether we place a value upon truth.

From the school our children should learn about the place of moral values in the history and development of our own society. They should learn which moral values have been considered precious in the past, and how our loyalty to those values has shaped the present. The school is a character-building agency. Not only must boys and girls learn that two plus two equals four; they must also learn a moral arithmetic. They must learn that a life of falsehood equals unhappiness, that a life of compulsion equals suffering, that the exaggerated pursuit of material things leads to disillusionment. On the positive side they must discover in their own experience the joy of service, the satisfaction of strenuous effort, and the rewards of teamwork and cooperation. The school should be a laboratory where the implicit moral values of the home are made explicit in action.

In the church of their choice young people should have the opportunity to identify themselves with great personalities, living and dead, who embody the important moral values. Youth needs to look up to persons of unusual grace and strength, to see morality come alive in men and women whom they can respect and imitate.

The church also provides the support that most young people seek. It is always difficult to remain loyal to a specific moral insight, if that insight is denied by everybody else. The fellowship of a church, or the fellowship of young people in a church group, affords each member the moral backing of like-minded people.

Here, for example, is a high school in which cheating has become nearly universal and the standard of honesty very low. It is a rare youth who will stand up to that situation as a solitary individual and simply refuse to cheat. Let us suppose, however, that this boy belongs to a strong church youth



© Luoma Photos

group, all of whose members attend the high school. The church group discusses the situation, and together they decide to exemplify a higher standard of behavior. Thus each young person is given the strength to do what he might not dare to do alone.

All our religious groups possess a heritage of moral idealism that, if communicated effectively to youth, can serve them as foundation and support as they face the indifferent morality of the world. Regardless of differences in creed and custom between Catholic, Protestant, and Jew, there is a broad area of moral agreement in the three religions. We unite in teaching respect for persons as children of God. We agree that happiness is not found in the all-consuming search for material wealth and security. We jointly teach that attitudes of love and good will in personal and group relationships result in the highest kind of life for all. Beyond these basic areas of agreement each particular religious community will have its particular spiritual insights.

### Adults Hold the Keys

How can young people find moral values that make sense? How can they become aware of spiritual roots that have nourished men well in times past? We can be sure that young people will not automatically absorb sound moral values from the air they breathe. That air today is poisoned with false values. Young people with any perception at all can see their elders behaving with dishonesty, cruelty, selfishness. They can see sex exploited on every newsstand, in moving pictures, on radio and television. They can observe power-hungry men at every level of our society, right up into the high offices of our national government. Unless these influences are counteracted and balanced by more constructive examples, youth may logically conclude that the only moral standards that work are those based on an uninhibited drive for personal gain and power.

If we are truly concerned about this whole matter, there are a number of things we can do.

*We can come to terms with our own moral values and face our own spiritual convictions.* This can be hard to do, but how much help can we give young people if we don't know what we ourselves believe?

What are the primary goals of your life? To earn a certain income? To be accepted in a certain social group? To be victorious over someone else? To make a constructive contribution to your community? To be a generous, wise, and loving parent? To learn the fine art of creative human relationships? To discover, as far as time and opportunity permit, what the meaning of human existence is?

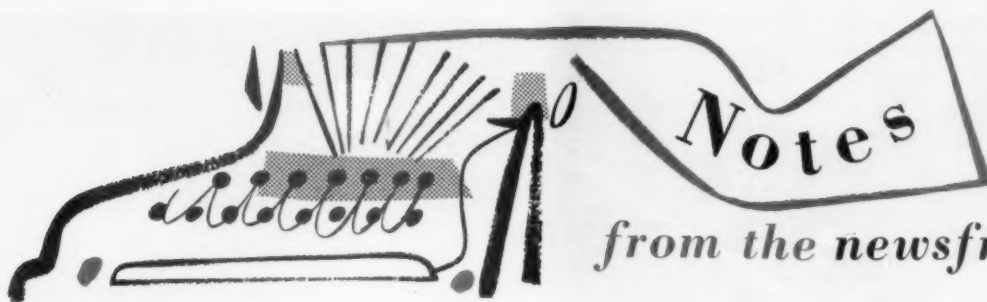
You want youth to value honesty; how much do you value it? You want youth to cherish marriage and the home; what kind of an example do you set? You want your children to seek God and honor their religious tradition; in what ways do they see you doing these things?

*We can provide opportunities for youth to discuss moral values and explore spiritual meanings with adults who have convictions and in an atmosphere that is sympathetic and permissive.* Young people love to discuss serious issues, but they do not like to be told dogmatically what they must accept. Indeed they will not talk freely when ax-grinding adults are present. We must be willing to state our own beliefs positively, even with burning conviction, but without harsh judgment. We must not assume that our questioners are being disrespectful of our greater age and experience. Young people love an adult leader who can express his own firm beliefs and yet listen warmly and sympathetically to their exploratory doubts. Adolescence is a time for questioning adult standards, a part of growing up. We are wise indeed if we can accept that fact, keep the confidence of young people, and be ready when asked to state our own beliefs.

*We must accept our personal responsibility for the general moral standards of our society.* Society is not something separate, over there, apart from us. If we feel that the moral level is low, we must exert ourselves to lift it up—through our schools, our churches, our citizen groups, our business institutions, and our political agencies. We must ourselves become—and seek to make our entire culture—morally and spiritually alive. Our adolescents earnestly desire to find persons and objectives they can admire and respect. They are ready for hero worship. If they do not find heroes, they will worship less-than-heroes.

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*As pastor of the Community Church in Mill Valley, California, Gordon Lynn Foster knows well how to appeal to the minds and hearts of men. He also knows the young people of whom he writes and is the friend and counselor of many boys and girls in his community. He has four children of his own.*



**Trees for Remembrance.**—New ideals and new events call for new kinds of memorials. At least so the people of Montevideo, Uruguay, seem to think. To commemorate the 1954 UNESCO General Conference, which was held in their city, they are creating UNESCO Park. To honor the member states represented at the conference they are planting trees in the seventy-acre beauty spot—one tree for each nation represented.

**Courtship Token.**—Youthful lovers of today may not know the word *spooning*. And perhaps even lovers of yesterday who know the word don't know where or how it became part of the vocabulary of courtship. A young Welsh visitor on a good-will tour of the United States has an explanation. She reports that for centuries Welsh boys have given girls carved wooden spoons as a token of affection. In Wales this gift traditionally precedes the gift of an engagement ring.

**Foe-fighting Fund.**—"Strike back at cancer, man's cruelest foe." This is the special plea the American Cancer Society is making during its annual drive, which will continue throughout April. The goal has been set at twenty-four million dollars to support a program of research, treatment, and education. Last year the society had to write "Rejected—Lack of Funds" across applications for research grants and fellowships totaling more than three million dollars. The applicants and their projects deserved support, the society announced. The requests were turned down for one reason only—not enough cash on hand.

**The Future of the Black Diamond.**—What will happen to coal, now that atomic power is on the way? Will the black diamonds lie unmined beneath the ground? By no means, two large chemical firms report. Coal is used in many different modern products, such as nylon, mothballs, tires, and medicines. And research holds the key to still undreamed-of uses.

**Not Too Late To Make Them Straight.**—Grownups whose teeth need straightening have hopeful news from Marvin C. Goldstein, a dentist of Atlanta, Georgia. In the past it was generally thought that only children's teeth could be straightened. However, the Atlanta dentist told members of the Chicago Dental Society that with today's improved appliances and new ideas on treatment, persons of any age can be helped. The chief considerations are the general health of the patient, his bone structure, and the condition of the soft tissues around his teeth.

**New Pioneers of the Air.**—A space-minded generation is growing up around us. You can see some of the signs in children's play clothes. The cowboy hat, for example, has given way to the space helmet. Other signs of youthful interest in outer space are turning up at the White Sands

Proving Ground in New Mexico. A steady stream of letters from young people are pouring into this center for research on guided missiles and the upper atmosphere. Many young correspondents write in, volunteering to make flights into outer space. They want to be the first to fly to the moon, to other planets, or to distant stars.

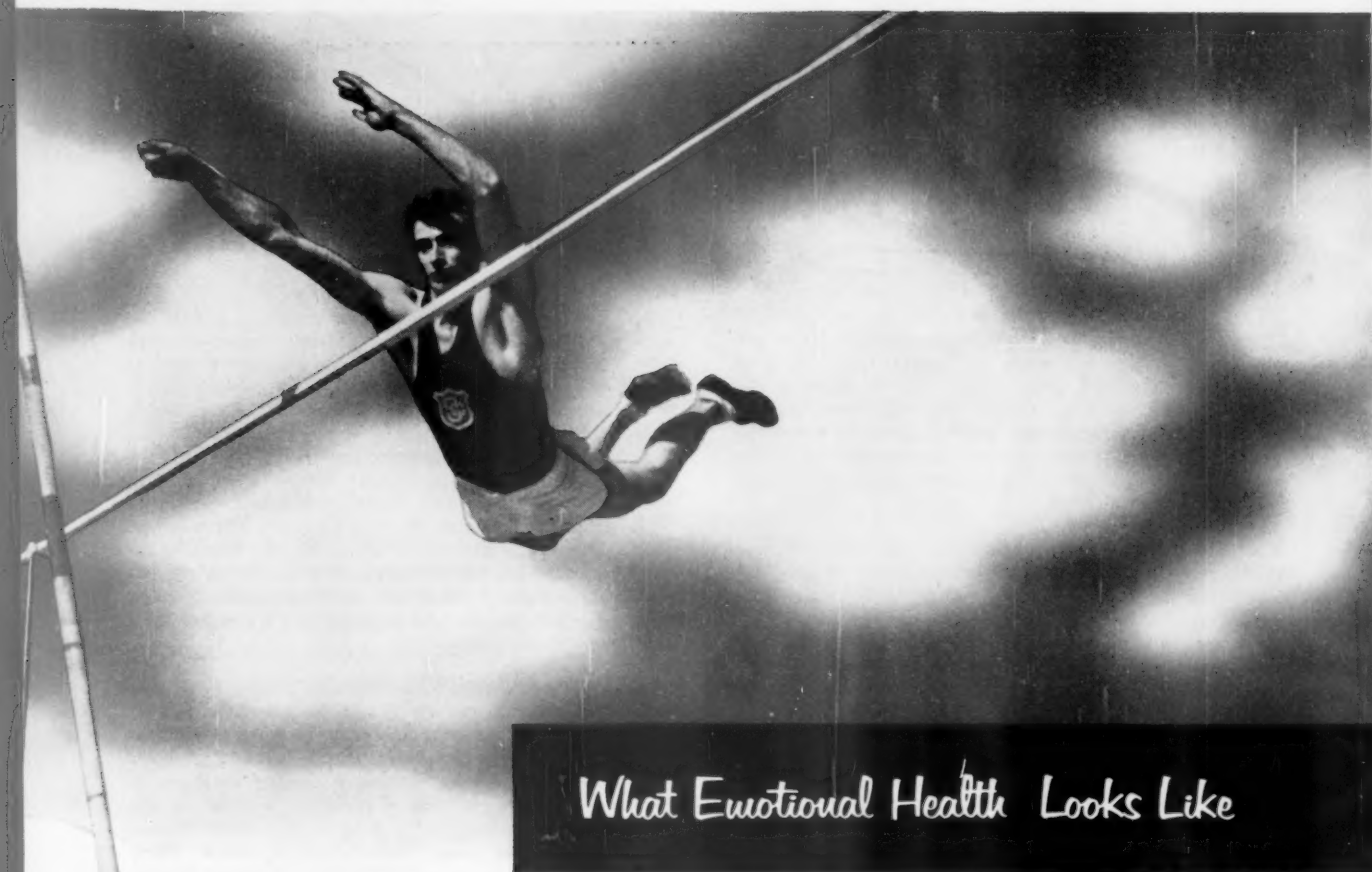
**Act of Faith.**—Discovered in St. Augustine, Florida—a parking lot that is run on the honor system. The motorist simply drives in, parks, and locks up his car. When he returns he drops his fee into a metal container at the entrance of the lot and drives off. No other formalities. Yes, those who run the lot will assure you, drivers are men (and women) of honor.

**Dullness with a Purpose.**—An American visiting in Britain had warm praise for the TV dramas he saw there. But he confessed puzzlement over many of the programs scheduled between topnotch plays. The nondramatic shows were snail-paced; almost nothing happened in them. A televiewer might see a woman polishing a table for ten minutes. Or he might find a bird show without birds—only a handful of people waiting to see them. These slow-moving bits are not programing mistakes, a British TV executive assured the visitor. "We don't want people to watch TV for hours at a time. We deliberately try to bore them so that they will remember how to carry on a conversation."

**Small Consolation.**—If a city can be covered with a blanket of thick, black smoke just before an atomic attack, says an officer from the Army Chemical Corps, casualties can be materially reduced. Experiments have proved that dense carbon smoke makes an effective screen for the bomb's deadly heat rays, which cannot penetrate opaque substances. On the other hand, nothing but distance can ward off the effects of gamma rays.

**Not So Funny.**—Americans spend a hundred million dollars a year on comic books, according to a survey made by the University of California at the direction of the California state legislature. This sum is four times the combined annual book-purchasing budgets of all the public libraries in the country. It also exceeds the amount spent each year for textbooks in all elementary and secondary schools.

**Silence from a Record.**—The National Arts Foundation has sent out an urgent request. Will someone issue a jukebox record that is blank? Please? The blank discs, say the art lovers, would give racket-battered ears a rest after being assailed all day by thousands of different noises. Apparently the plea has not been completely drowned out in the din. The requested blank discs have turned up in Taos, New Mexico, and in some parts of New England.



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"NO LIVING man all things can." The person who first spoke that sentence must have rested back with a sigh of tired relief, reconciled to himself and his human lot. We do not know who he was, where he was, or by what attempted task his strength had been tried and found wanting. The words come down to us labeled merely "Old Proverb." Yet the insight they contain is still serviceable. It is as true for any one of us as for this unknown ancestor who, perhaps in the weariness that comes after long striving, accepted himself as a creature of limited powers.

Three things that he did *not* do are psychologically interesting. At least, the calm temper of his words would suggest that he did not do them. He did not fly into a rage at the task that had defeated him, did not kick the object he could not budge or curse the problem he could not solve. Again, he did not denounce himself as never able to do anything just because he could not perform the particular thing that was beyond his strength. And in the third place, significantly, he did not complain in self-pity that someone else should have done a job unfairly assigned to him.

Even across the centuries—and with only this one

statement to go on—we can venture a guess that the speaker was, in emotional terms, a fairly healthy person. He had, at least, matured enough to know that part of the wisdom which befits a human being is wisdom about limitations—his own limitations and those of all the people around him upon whom he depends and upon whom he makes demands.

### Lining Up Our Limits

In general there are four types of limitations in terms of which we have to organize our lives and our mutual relationships. The fourfold pattern is not identical for all of us, but it exists for all. Only as we recognize it and take it into account can we be fair to ourselves and to one another.

There are, most fundamentally, the limitations of our human nature. Oddly enough, no one who denies these is ever able to fulfill the promise of that nature. The emotions of humility and reverence, for example, are impossible to the person who cannot abide the thought that the universe which contains him is greater than himself. The warm experiences of companionship and cooperation are impossible to him who thinks himself so all-sufficient



# 8.

## Accepting Limitations and Seeing Possibilities

Bonaro W. Overstreet

that he can go it alone. And the disciplined, dedicated adventure of truth seeking will never tempt the person who does not hunger to see more than his unaided human eye can tell him or to hear more than his unaided human ear can report. Our finest experiences of outreach, in brief, begin at the point where our human limitations are acknowledged.

In the second place, each of us comes into the world equipped with his own unique body and mind. In one way or another, they are always body *limited* and mind *limited*. The grossest tragedies and inequalities of life often lie precisely in this area of native equipment. The heart bows down before the human being who suffers from birth the handicap of deformity, organic weakness, or mental deficiency. But even while the heart bows down, the mind has to stand up and face facts and ask what can best be done—what can most wisely and generously be done—in terms of those facts.

In his book *Psychiatry in General Practice* Melvin W. Thorner reports the all-too-common predicament into which subnormal children are forced by those who demand that they be normal. Writing of a girl called Mary, he says, "She was uncomfortable and

frightened when formal schooling began because she was constantly being scolded for her lack of application. People told her she could do anything she wanted to do if only she tried hard enough. Mary knew she was trying as hard as she could, but no one seemed to believe that."

Most of us are not handicapped as Mary was. Most of the people around us are not. But we too have our limitations. We too have inborn characteristics that in one way or another set us apart, make us feel conspicuous, defeat us at some point of hope, make difficult the necessary task of self-acceptance. Here again, wisdom and fairness demand that we learn to know and like ourselves and others, *limitations and all*; that we not demand perfection but make the most of what we have and give others as good a chance as possible to do likewise.

A third set of limitations are those of circumstance. We know, for example, that even as basic a matter as life expectancy differs enormously from country to country and even within our own land, from one region to another. We know that educational opportunities differ, and so do vocational opportunities. Here, it would seem, the way of wisdom is a double way: It is that of *working within* the limitations of environment and, wherever possible, of *finding a way out of them*—by changing the environment or seeking a more favorable one.

The fourth kind of limitation is that imposed upon life by illness, accident, and age. Sometimes it is imposed for only a brief period, sometimes "for keeps." In either case, our emotional strength and resourcefulness are put to the test. It is a fact to be accepted and accommodated within the plan of daily life, but the spirit dare not be overcome by it.

You would be spared self-defeat? Then know

what is beyond your reach. You would be spared

stunted years? Then know and strive for what

is within your reach. We can be unfair to

ourselves in at least two ways: by trying to do

too much, by deciding to do too little.

"No living man all things can." No one of us can do more than is possible to the *human being*; more than is possible to him with his *individual native equipment*; more than is possible *within his environment*; or more than is possible under the constricting influence of *illness, accident, and age*. Yet when we size up the rewarding, happy, generous lives that have been lived by countless people who have seemed, by ordinary standards, to labor under almost impossible handicaps, we may want to reply to our ancient proverb-maker: "True enough. But *living man many things can*. As long as he is alive, there is still the chance that he will find out how to overcome one limitation after another, or how to live a rich and useful life in spite of them."

### But Man Also Has Powers

Psychiatrists and counselors have talked a great deal in recent years about the close relationship between self-acceptance and emotional health. Much of what they have said has been misunderstood. By some—already prone to self-pity and self-excuse—it has been taken as a license to be passive in the face of personal problems, to expect little of the self, and to demand that others expect little. By others—those prone to make their own importance out of giving easy advice and saying "You can do anything you want if you'll just exert your will"—it has been resented as a threat. In the psychological sense, however, self-acceptance means taking *both* limitations and powers as real, trying to learn the nature of both, and then doing as well as possible such worthwhile things as lie within the frame of the possible.

The psychiatrist and counselor know from long experience with broken and wasted lives that no one becomes his best self by maintaining a "delusion of grandeur"—pretending to be what he is not; or by hating himself for not being what he cannot be; or by endlessly wasting his energies in a blind effort to do what lies forever beyond his powers; or in denouncing life itself for having given him a raw deal. He becomes his best self, quite simply, *by being himself*, the self that he is and that he can more and more distinctively become as he develops further knowledge and skill.

Once we make this insight our own, we see how naturally a realistic acceptance of limitations encourages a realistic awareness of possibilities.

### And Man Has Imagination

To clarify what we are here saying, we might contrast two characters.

The first is a small child who runs down a path, waving his arms and calling to his mother, "Look, Mommy, I'm a bird!" The second is a pole-vaulter, disciplined in every muscle to get his body up and over a crossbar that is a notch higher than any he has hitherto cleared.

Both the child and the pole-vaulter, we might say, have the pull of gravity to cope with. This is a limitation that makes it a problem for a human being to get more than just so far off the ground.

The child, living in the free world of "pretend," can ignore this limitation. He can ignore it because he does not even hope, except in imagination, to get off the ground. He is merely *calling* himself a bird; he is merely playing.

The pole-vaulter has no such easy way of escape from reality. His triumph has to lie in his actually freeing himself, as far as he can, from his earth-bound state. Otherwise he accomplishes nothing worthwhile for himself or anyone else. Because this is what he must do, he must be wise about the forces that hold him back. Only as he understands their restraining tug can he release himself from them. He will not soar as a bird soars. But he may get up and over that crossbar—if in the effort he combines a knowledge of both limitations and possibilities.

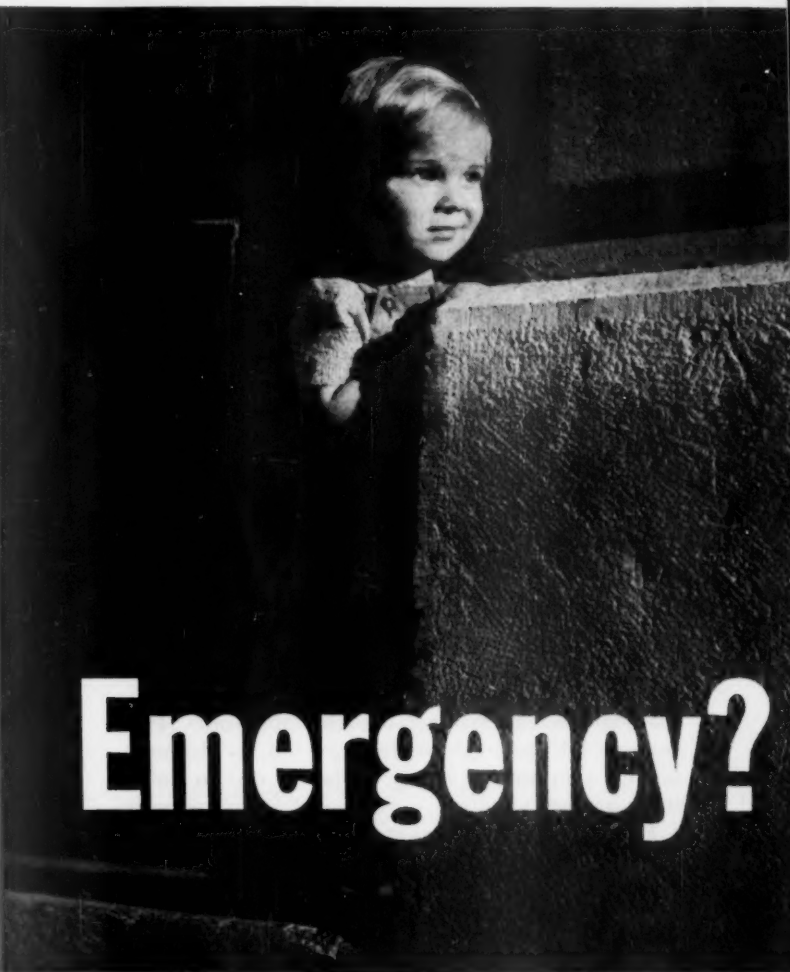
It is good for children to be children. It is good for all of us to keep within ourselves enough of the child to be able, now and then, to play with life, to imagine strange dimensions of freedom. But one basic enterprise to which we are all humanly committed, if we are to grow up into emotional health, is that of knowing the difference between make-believe powers and real powers. To know this we must learn—by trial and error and long practice and long self-acquaintance—to accept ourselves, limitations and all, and then to move ahead in the steady-ign confidence that even a limited human being *many things can*.

## COMING IN MAY—A CONDENSED VERSION OF A CURRENT BOOK

"The White Gate: Adventures in the Imagination of a Child" by Mary Ellen Chase

**I**N *The White Gate* one of America's most gifted writers recaptures the eternal wonder of all children who gaze in enchanted fascination at the world beyond the safe, familiar landmarks of home. Mary Ellen Chase, author of *A Goodly Heritage* and *The Bible and the Common Reader*, vividly re-creates "those glimpses of reality and perceptions of wisdom which in the life of a child are like the flashes of fireflies in the darkness."

# Is Your Child Prepared for an Emergency?



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## Harvey Berman

NOT LONG ago, in New York City, a seven-year-old child waited for his mother to pick him up after school. When she did not appear (her car had a flat tire on a parkway, and she wasn't able to get to a telephone) the boy decided to walk the five blocks to his home by himself.

On the way, however, he met a group of his classmates, walked to a nearby park, and stayed a few minutes. When he finally decided to hurry home, he found himself totally lost. The park was a strange and new part of his limited world. Which way was home? Alone, the youngster wandered in a circle for half an hour before a cruising police car noticed him and brought him to the station house.

"Where do you live, sonny?" the child was asked. Frightened, bewildered, and wanting his mother, the flustered seven-year-old could not remember his own address. When police looked through his pockets for some sort of identification, to their chagrin they found nothing that would help them.

It was nearly four hours before the terrified mother found her son, a "John Doe," at the police station and took him home.

"Next time, lady, give us a break," the sergeant called after her. "Give the boy an identification card, and we'll save you a lot of heartache, worry, and trouble."

## Neighbors on the Alert

How well prepared is your child for an emergency? Suppose you were out shopping and expected to arrive home before he did but found yourself detained? Would he know where to go? Who would take care of him until you got back? Would there be someone who could watch over him in case you were very late?

Faced with this problem—transportation in the area being what it is—a group of Long Island women decided to band together to fight their predicament. Now each week day one of ten mothers remains at

home all day and is responsible for the "stray" children of the other neighbors if something untoward should happen. It very rarely does. The mothers generally get home in time to meet their youngsters. But only recently one of the circle met with an unimportant accident in her car, which nevertheless kept her away from home for longer than she had expected. She phoned the neighbor who was "keeper" for the day. That neighbor watched for the youngster and met him with a smile, a glass of milk, and the information that he could play in her yard until his mother returned. And the day was saved.

Another incident that happened a while ago clearly shows the need to prepare for emergencies. Johnny got an allowance of fifty cents a week. What he did with it was his business, and his parents did not interfere. One afternoon, however, the youngster arrived home to find that his mother had driven fifteen blocks to take care of a relative who had suddenly fallen seriously ill. The note she left for Johnny read: "Have cake and milk. Take bus to Aunt June's house. Cannot leave her till later tonight."

Johnny had the milk and cake, but then he remembered that an unusual expenditure in school that day had taken the last of his allowance. He couldn't ask the neighbors for a loan of his bus fare because they weren't home. So he decided to walk to Aunt June's house.

He knew the way, having been there many times before. But between his home and his aunt's were three heavily traveled major thoroughfares with no traffic direction. Crossing with the crowds, he made it safely—despite the fact that there were frequent accidents on these avenues—and arrived at his aunt's

home. When he explained how he had got there, his mother vowed that henceforth she would always leave a little money for emergencies in a special place—a system followed today by many families.

With proper understanding even the youngest child can be prepared in some degree for emergencies. This preparation is of great importance. Many schools throughout the United States, as part of their programs, have the children spend a good deal of time on themes devoted to "Emergencies and What You Can Do About Them."

### **A Phone Call Saves a Life**

Last year in Chicago, because she knew what to do, an eight-year-old girl was credited with saving her mother's life because she had been taught what to do in an emergency. One afternoon after school she was playing in the yard when she suddenly heard a scream from inside the house. Rushing into the living room she saw that her mother had fallen off the stepladder on which she had been standing to put up some new winter draperies. The child spoke to her and shook her but saw quickly that the mother had fallen on her head and was unconscious. Remembering that the family kept a list of important telephone numbers, including those of the fire and police departments and of the nearest hospital, the girl called the operator. She got the hospital, and within fifteen minutes help arrived. The woman's condition was serious and required immediate attention. A delay of even a few minutes might have proved fatal. It was because of the child's preparedness that the mother was taken to the hospital, attended, and saved.

In New York City, another youngster found a note that told him to rake up the leaves in the yard and burn them, before Mother arrived home. The eleven-year-old did just that, but a spark fell on one of the wooden shingles of his house and fire broke out. Racing to the nearest alarm box, he pulled down the lever and directed the firemen to the blaze. The fire was immediately extinguished, and the damage was slight.

Every child should know where the family's list of phone numbers is kept. Along with the proper identification, he should be taught or given the number of his father's business phone, so that if he needs his mother and does not find her he will know where to turn. Furthermore, he should be supplied with the address and phone number of at least one other relative.

Careful preparation for an emergency also means teaching a child something about first aid. Of course, in the case of very young children this might not be wise. But if a child is responsible and mature enough, there is no reason why he cannot be taught to use the "basics" of the medicine cabinet at a fairly early age. An adhesive bandage certainly

**A child stands face to face with the  
unexpected. A fire has broken out, he's  
lost in a strange neighborhood, or the door  
to his home is locked and everybody's out.  
Will he be calm? Will he know what to do?  
How well has he been coached for crisis?**





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presents no problem, but the importance of treating a cut with iodine or some similar solution should be pointed out, along with the dangers of taking these solutions internally.

If bottles are clearly labeled and the child is carefully coached, he will use the cabinet wisely and to best advantage. Many of the little scrapes and bruises that later develop into infections or serious illnesses can then be avoided.

## In Trim for Crisis

In all, a ten-point program of emergency preparations should be undertaken in your home, starting just as soon as the child is ready to assume a certain degree of responsibility. Here it is:

1. He should be given proper identification. Cards will serve, but some sort of bracelet or tag, not easily lost, will do even better.
2. He should know where to go and who will look after him if his parents are not available.
3. He should know where there is a special "money cache" for emergencies.
4. If possible, he should commit to memory his home telephone number. He should also be supplied with his father's business number and that of a nearby relative.
5. He should know where, at home, emergency phone numbers may be located.
6. He should know where, how, and when to reach the police and fire departments, and several hospitals.
7. He should know how and when to use the "basics" of the medicine cabinet.
8. Important and supplementary information should be kept on file at his school, so that his teachers may help him if an emergency arises.
9. He should be given his own house key at the earliest practical moment.
10. He should be taught, through example, that calmness, courage, and common sense will overcome any predicament.

Unfortunately we are never warned in advance of when an emergency will arise. Split-second thinking is required. Preparation is important.

Should your child be faced by an emergency today, would *he* know what to do?

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*For the past five years Harvey Berman has been a social studies' teacher and head of the audio-visual department of a New York junior high school. He is also a writer whose work appears in various children's magazines. Nowadays, however, he finds that much of his spare time is happily taken up with a very new third member of the Berman family.*

## PLUCK AT THE PIANO

"The show must go on" is a slogan engraved on the heart of every real trouper. Years ago the pianist Artur Schnabel, well known for his spirited performances, gave a concert that rated tops in the troupers' respected tradition of plunging ahead in the face of all odds. The young man was playing at the invitation of the Prince of Wales, now the Duke of Windsor. The piano, a venerable instrument that had belonged to Queen Victoria, had been standing in the palace for years, untouched and untuned. In the awesomely silent room he brought his hands down to crash out the introduction. With the first thundering chord, the legs splintered, the instrument shivered and then banged to the floor. Undaunted by the disintegration, the musician abandoned his high-and-dry place on the bench and without missing a beat squatted tailor-fashion on the floor, playing tune after tune in front of the grounded keyboard.

Charles W. Ferguson



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# CHARACTER FOR

CHARACTER AND freedom are, to borrow a phrase from Mark Twain, as inseparable as a pair of pants. At a time when our thoughts are preoccupied with the defense of liberties it is natural to stress freedom—perhaps a little too much.

Of course we want our children to enjoy a climate of freedom, but we want them to do more than enjoy freedom. We want them to *contribute* to freedom. For unless they and their contemporaries learn to do this, their days of enjoying liberty will be limited.

We would do well to mark that freedom is a product of our thinking and acting. It is a result, an achievement, not a thing in itself. And we would do well to mark too that the vigilance with which freedom must be eternally safeguarded is not to be exercised only in the halls of state or in high ideological circles. Freedom is the responsibility of all of us. When we and our contemporaries enjoy it, all of us can take credit. When it is jeopardized, all of us share the responsibility of warding off the danger.

The problems of freedom touch the average parent, and when they do they touch on what we call character. Freedom provides the moral climate without which character cannot be developed—in parents or children. And character in turn creates the means of freedom, the ways of practicing and extending it.

Actually there are many drives in all of us that militate against freedom within the family. There

is still a tendency to think of child training as a bending process, as though children were espalier trees—trees that are trained to grow flat against walls.

One need not go so far as to agree with the British educator who declared that a generation which has let the world get in the shape it is in is not fit to mold the character of a rat. One need not accept this extreme dictum to see that we need to reconsider the old notions of child training. Many parents and adults concerned with child training still cling to the incurable fancy that little ones should be small-sized reproductions of grownups and ultimately carbon copies of their parents. Or, if not this, then children should be rated in terms of how closely they resemble a preconceived picture, usually an idealized projection of the parent.

## Why Not New Paths?

It is idle to discuss freedom—or character either—until attitudes like these are modified. Any discussion of freedom and character presupposes that such attitudes can at least be examined critically. And surely a change in our present ways of thinking offers the only ray of hope. The audacious and comforting thing about the new direction in parent education is that it makes us willing to branch out and experiment. It does not abandon us to reproduce endlessly the pattern of the past with no more variations than an organ grinder's tune.

Does this sound like the counsel of an impractical man? Disraeli defined a practical man as one who insists on repeating the mistakes of his forefathers.

A certain boy of ten seems to me to illustrate the problem pretty well. This lad has an inscrutable

Parents have an unmatched opportunity to champion freedom, nor need they travel far to meet the challenge. The opportunity is as close at hand as their own home. There parents can build into their children the durable character that will withstand a lifetime of testing.

# FREEDOM'S CHILDREN

fondness for snakes. Fortunately the reptiles in his neighborhood are harmless or at least nonpoisonous. The boy has a habit of bringing snakes into the house in a shoe box. This practice began when he found a snake half-killed by other boys and tried to nurse it back to life.

In view of the prevailing attitude of parents toward snakes, this sort of behavior is bound to meet with consternation. Yet the problem is only extreme, not unique. Freedom and character are both involved here, not to mention the boy and the parents. The qualities the boy displays are good. Indeed they seem to me of the highest. Should he be allowed the pursuit of his interests and what we are pleased to call the climate of freedom? In this case he was.

I am not suggesting that all children test their parents with snakes—or toads or even hamsters. I merely indicate by this example that the problem of freedom and character literally comes home to parents every day. And it must be met, if it is to be met convincingly, in the place where it arises. Neither character nor freedom can be attained without daily exercise. Yet the benefits of freedom are so casually accepted that we tend to expect the qualities of mind they represent to be self-perpetuating.

What do we mean by character? I myself think of it in terms of will power, self-control, mastery of habits. But it is probably more. Character involves a certain strength of individuality, perhaps even a peculiar stubbornness about one's tastes, dress, convictions, views. When we speak of a person as a "character" we are likely to mean that he is a bit freakish; he stands apart. One does not have to be a

character to have character, but certainly a sense of being an individual is essential.

Such a strenuous virtue of course calls for other virtues to balance it: perception, insight, empathy, a sense of what and who are beyond oneself. An old judge who used to lecture us when I was growing up taught me an unforgettable lesson. The world, he told us, is inhabited largely by other people. The idea, thus understated, appealed to me then, and it still does. Certainly an awareness of people outside ourselves and yet a part of ourselves is a quality of character.

## Greatness and Goodness

There are other elements of character doubtless better and more desirable than those mentioned here. It is for each of us to define character, break it down into its specific qualities, and then seek ways by which they can be cultivated.

Sir Richard Livingstone once wrote, "There can be no moral education without the habitual vision of greatness." To find ways of keeping this vision alive is one of the chief obligations of the parent. The mystery of human goodness in a disordered and far-from-perfect society—this should never be lost sight of.

In tracing growth it is not always possible to know exactly what causes lead to what effects. But I do know that stories about the lives of great men—men who "forgot themselves into immortality"—are among the unforgettable experiences of my own childhood. A true assessment of self comes about when we measure our puniness against what it is possible for men to be.

The stories of these towering men taught me what a powerful influence conscience can be. Many of the distinguished men whose lives I read about were impelled by strong convictions. At times some of them stood very much alone, refusing to be stampeded into betraying what they believed. Candid and calm, they did not run with the crowd simply because the crowd was running and therefore running with it seemed the safe thing to do.

Children too can be discouraged from blind tagging along with the gang. The conscience begins to form in early years, and even young children can be taught that they have an obligation to follow and to inform their conscience. It is possible to impress upon them that they are responsible for their actions, that the excuse "He made me do it" is not an acceptable explanation for an act.

A knowledge of the great ideas of mankind, including religious ideas, also has a part in character building. In an age that worships products and power there may be a tendency to segregate religious ideas, as if they do not belong to the whole range of human life. The result is a generation of religious illiterates who are unacquainted with the cardinal tenets of any faith. At all times religion has kept alive such doctrines as the infinite worth of the individual, the preciousness of all life, and the brotherhood of man. The person who grows up without knowledge of the source of our great ideas lacks both an aid to character and an understanding of freedom.

Parents seem to be increasingly aware of the seriousness of neglecting religious faith in the guidance of children. I know one group of young and sophisticated parents who held out against established religions for their children because they themselves had moved away from old religious forms. But they wisely realized, after a season of neglect, that they were not entitled to keep their children away from church and Sunday school.

Whatever is done in the way of example and precept must be supplemented by practice. Freedom in the best sense is an act, not a condition. It may be the act of an individual or it may be that of a group of individuals working together. The base of freedom rests as much on individuals as it does on individuals acting in unison. Yet appreciation of teamwork is a key quality to encourage in freedom's children.

### The Works of Freedom

Happily there are community organizations today—the Boy Scouts, the Girl Scouts, and the Camp Fire Girls, to mention only a few—that provide places for the practice of cooperation, which is freedom in action. In these community groups, boys and girls find not only the means of working closely in small units but also the means of identifying themselves



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with a vast group effort. What is more, many activities of these groups are socially valuable.

Last year the Boy Scouts alone worked on more than sixty-five thousand eroding gullies to prevent the loss of soil and to help rebuild land for farming. They also planted more than six million trees—a performance that caused some giddy statistician to calculate that if those trees had been planted in a straight line they would have reached from New York to Honolulu.

Building character is serious business. No one disputes that. But it need not be grim or heavy-handed. One of the best balance wheels we can build into character—ours and that of our children—is a sense of humor. Persecutors are likely to be humorless men. Our children have a right to the gay-hearted detachment that those who are too preoccupied with themselves can never know.

This is a kind of freedom that no one can give us or withhold from us. It is a kind of freedom that we ultimately win for ourselves. We can help children to win it through our own brand of day-by-day living and through the keen fun that comes from camping, hiking, music, dancing.

In home and school and community we have the ways, if we have the will, of helping to develop character for freedom's children. The resourceful parent has an abundance of matter to draw on—if he first looks to his own attitudes and decides how much he values freedom and how he construes character.

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*Editor, author, and lecturer, Charles W. Ferguson is distinguished in all three related fields for the originality and effectiveness of his work. A Little Democracy Is a Dangerous Thing, published several years ago, is still outstanding in the literature of human freedom.*





## PROGRESS IN PEDIATRICS

**Henry F. Helmholz, M.D.**

*Chairman, Committee on Health*

*National Congress of Parents and Teachers*

ONE OF the most persistent memories of my youth is of a little white hearse, drawn by two snow-white ponies, bearing an infant body up LaSalle Street to its burying place. Today that image of the diminutive hearse and its burden symbolizes to me the high infant mortality rates of the 1880's in the city of Chicago. In that era typhoid fever was present the year around. A tremendous peak of infant deaths from diarrhea was expected every July and August. Diphtheria was still a killer despite the use of anti-toxin, and high death rates from scarlet fever, measles, whooping cough, tuberculosis, and the pneumonias were accepted as almost inevitable. With the exception of immunization against smallpox, medical practice at the turn of the century was limited largely to caring for the sick.

Pediatrics in those days was defined by a professor in a well-known medical school as "the adjustment of the dosage of the adult to the child, by a formula." Probably fewer than a hundred physicians were practicing this specialty in the United States before 1900, and opportunities for training were meager. American physicians had to go to Austria and Germany for graduate pediatric education. That was what I did, in 1907.

My introduction to preventive pediatrics came in 1908. At that time I was working in the clinic of Professor Otto Huebner in Berlin. One of the professor's assistants asked me to take over his child-care center while he was on vacation. This one month's experi-



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ence in a well-baby clinic obtained for me the medical directorship of the Chicago Infant Welfare Society in 1910. I was practically the only physician in the city with any training at all in such a clinic!

### Embarking on Parent Education

My first task in establishing the new infant welfare station was to interview the physicians in the area and tell them about our plans to advise mothers on the care and feeding of well babies. Without exception these men replied that they were not interested in feeding babies. This, in their opinion, was work for grandmothers and nurses—or a simple matter of

following directions on cans of baby food. Preventing deaths from diarrhea was not, to them, a part of medical practice.

Even the medical members of the Infant Welfare Board were unwilling to believe that mothers could be taught the "home modification of milk." Nevertheless we accomplished this objective through our efficient infant welfare nurses. And gradually the death rate from diarrhea was reduced. By 1920 deaths from diarrhea in July and August for the first time fell below those from respiratory diseases in January and February.

The years from 1909 to 1920 saw many new developments in child health. Well-baby clinics led naturally to prenatal and preschool clinics. Since pains were now being taken to enhance and protect the health of the newborn, it seemed evident that some sort of medical supervision ought to be available to the child until he reached school age.

In 1909 the American Association for the Study and Prevention of Infant Mortality was organized, with a remarkable membership of nurses, physicians, ministers, social workers, public health officers, and laymen. All worked together to combat the high infant mortality rates of the time through preventive measures.

That same year President Theodore Roosevelt called the first White House Conference on Child Welfare at the request of a young lawyer, himself an orphan, to determine what should be done for neglected, dependent, and orphaned children. The most significant outgrowth of the conference was the establishment of the U.S. Children's Bureau three years later.

The year 1909 also saw two other important beginnings: the establishment in Chicago of the first child guidance clinic in the United States and the formation, by Clifford Beers, of the National Committee for Mental Hygiene. Though this committee started as an organization for the treatment of mental and emotional disturbances, it gradually took on the preventive function of pediatrics. Today this function is one of the chief emphases of our National Association for Mental Health and our state mental health societies.

The development of American pediatrics may be said to have had its real beginnings in 1911, when the first children's clinic with a full-time chief was established at the Johns Hopkins University Medical School under John Howland, M.D. During the next twenty years we achieved international leadership in this field. It was in 1927 that an eminent German pediatrician said to me, "As of today, your country is now the world leader in pediatrics."

Meanwhile the National Congress of Parents and Teachers was doing some vigorous pioneering of its own. Shortly after its founding, in 1897, the Congress urged the creation of a national health bureau,

and after fourteen years of persistent effort the U.S. Public Health Service came into being. The parent-teacher organization was also instrumental in the establishment of the U.S. Children's Bureau. And in that same memorable year of 1909 the National Congress set up a standing committee on Child Hygiene, whose scope was extended steadily through the ensuing years.

### Volunteers with Vision

At a time when relatively few well children received medical supervision, the National Congress initiated a program of physical examinations for all children about to enter school for the first time. This well-known project, the Summer Round-Up of the Children, began in 1925 and has gradually developed into effective cooperation between the P.T.A. and the local medical profession.

At first the examinations were carried out mostly in the schools, with groups of children, and the children were then taken by their parents to the family physician. More recently the trend has been to have the examinations made in the office of the family physician, who assumes the responsibility for carrying out indicated immunization procedures and corrective measures. The immunization program, which at first was directed chiefly against smallpox and diphtheria, now usually includes injections for whooping cough and tetanus as well.

In 1930 President Hoover called the third White House Conference, a meeting that gave us the now famous Children's Charter. It also gave strong impetus to citizens' organizations, fostered closer cooperation between public and private institutions, and spurred the local study of children's needs. Finally, it resulted in the establishment of the American Pediatrics Board, which has had great influence in raising and maintaining the standards of pediatric education. Up to that time even men trained in some of our best pediatric clinics had not been adequately instructed regarding children's mental and physical growth, because the emphasis in this field was still on the treatment of disease. As an outstanding pediatrician admitted to one of his colleagues, "You may be interested in keeping children well, but I like my babies and children sick!"

**"Cooperate with health agencies and medical groups that are developing in-service educational programs in which pediatricians, obstetricians, family doctors, and nurses may learn more about counseling parents in the art of child rearing and the psychology of family relations."—From the Action Program**

In 1931 the American Academy of Pediatrics was established. This organization works side by side with the American Medical Association in all medical matters related to children. One of its fine accomplishments has been to foster unity in child health throughout the Americas by bringing into its membership pediatricians from Canada and from all the republics of Central and South America. Its most important undertaking here in the United States is a program designed to maintain "preventive, diagnostic, and curative medical services of high quality, which, when used in cooperation with other services for children, will make this country an ideal place for children to grow into responsible citizens."

With the help of the U.S. Public Health Service, the Children's Bureau, and a majority of the doctors and dentists of the nation, the academy has made a comprehensive study of child health services and pediatric education. The results, published in the volume *Child Health Services and Pediatric Education*, show what can be accomplished when private medicine and governmental agencies work together for common objectives.

### Advances Through Antibiotics

With the discovery of the sulfonamide compounds and the numerous antibiotic agents, the practice of medicine took a new direction. Formerly the physician's main objective in treating disease was to put his patient in the best possible condition to resist it—through rest, proper feeding, relief from pain, and peace of mind. Now in the so-called miracle drugs the physician possesses weapons that really kill off the invading bacteria and cure the patient.

Preventive medicine and the use of sulfonamides and antibiotics have wrought a remarkable change in child mortality statistics. Deaths from diphtheria, scarlet fever, measles, and whooping cough have been cut by 99 per cent; and deaths from diarrhea, tuberculosis, and the various coccic infections (the usual cause of the respiratory diseases) have been markedly reduced. Even tuberculous meningitis, which like cancer was nearly 100 per cent fatal, can be cured with streptomycin if treated early.

As a result, the leading cause of death among children today is not disease but accidents. Accidents cause more than 38 per cent of all the deaths among children under fifteen years of age. They kill more children than diphtheria, scarlet fever, whooping cough, dysentery, and polio combined. Half of these fatal accidents occur in the home; almost 40 per cent of those outside the home are due to motor vehicles.

If the saving of life is the physician's duty—and it certainly is his duty—then prevention of accidents is today one of his most important functions. But he cannot perform it alone. He must have the cooperation of every person and every organization in the community. Since 1924, the National Congress has

had a Safety Committee working vigorously for safety education, safety legislation, and the enforcement of safety laws. We need the help of every P.T.A. to stop the tragic human waste caused by accidents.

### The New Goal

During the past fifty years, as you can see, we have raised our health objective from the *cure of physical disease* to the *cure and prevention of physical disease* and the *prevention of injury and death through accidents*. But there has been another very important development.

President Hoover, in his White House Conference address in 1930, put it this way: "If we could have but one generation of properly born, trained, educated, and healthy children, a thousand other problems of government would vanish. . . . Our children's problem is not alone of physical health, but of mental, emotional, and spiritual health." Ten years later President Franklin Roosevelt said, "In a democracy the objective in assuring children health, growth, and development is to produce children with vitality, initiative, and competence so they will make the greatest contribution as cooperative social beings." And in 1950 the Midcentury White House Conference took as its theme "A Healthy Personality for Every Child."

These quotations illustrate our new broad concept of health and indicate our new goal. Health is no longer regarded as the mere absence of disease and infirmity. Health is a positive state—a state of complete physical, mental, emotional, and social well-being. And the physician, because of his close relations with parents, has a key role in the development of happiness in children and of responsibility and cooperation in adults.

"The quickening interest of the pediatrician in developing a more efficient type of citizen, physically, mentally, and emotionally, is a most encouraging sign in this period of world destruction," said the late C. Anderson Aldrich, M.D., a leader in the field of pediatrics, in 1944.

It has been my good fortune, since retiring from active practice at the Mayo Clinic, to have served a year with the United Nations International Children's Fund in Europe and as a participant in the Midcentury White House Conference in 1950.

My good luck has held, for in 1952 I was appointed chairman of the Committee on Health of the National Congress of Parents and Teachers. Where could one labor more effectively toward this new goal—a healthy personality for every child—than in an organization that is working to secure for all children better homes, better schools, and better communities?

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*A guide for the study and discussion of this article appears on page 33.*

# Letters from Our Readers about

## HOW FARES THE

### *An Article by Margaret Mead in the February Issue*

When we published Margaret Mead's article, with its accompanying symposium-in-print, we knew that our readers would seriously assess her proposals for dealing with several problems that matter greatly to all of us. That is why we particularly invited your comments.

Your response exceeded even our most confident hopes. As was to be expected, the concern that coursed through most of the letters bears on whether or not fourteen-year-olds should be allowed to leave school and go to work. The following are typical examples of our readers' reactions.

#### **Lessons for School and Home**

Margaret Mead's idea of letting some children drop out of school at fourteen is good, provided they go to a youth camp something like the C.C.C. camps of the 1930's. In such camps the teen-agers should devote about half their time to schooling and about half to some kind of work. For what Dr. Mead and all of us should recognize is that some children probably won't fit into any school program that we can develop. Part-time work and part-time schooling for teen-agers would go a long way toward lessening juvenile delinquency. The money saved from our crime bill (now from fifteen to twenty-five billions yearly) would more than finance these youth camps.

Dr. Mead is right in saying that there is more need for instant obedience today than ever before, that about 75 to 90 per cent of the orders given by parents to their children are unnecessary, and that to be obeyed a parent must speak as a person having authority. But does not the idea of parents as consulting experts to their children exclude the love and affection that should exist between parents and their children? Also doesn't it leave out any sense of gratitude that children should have toward their parents? Though parents should be much more careful about what orders to give their children and when, I be-

lieve that honoring and obeying one's parents has a place in the family of tomorrow. Speaking through Jesus, God said, "If you love me, you will obey my commands." So where there is love in a family, the children will more willingly obey their parents.

EDWARD G. PUNKAY

#### **On True Democracy**

I think Dr. Mead is right. People expect teen-agers to be bad. We should all resolve not to gossip about them. It isn't facts that do the damage, but attitudes.

I agree too that our problems with the adolescent cannot be blamed on the home, the school, or the community individually. They are a result of the complete environment of the child. One thing to be considered (which is usually by-passed) is the fact that large numbers of our youth today have not been brought up in one community, or even one state. Read the papers and note how many cities, in referring to the rising delinquency rate, blame the increase upon the newcomers who haven't yet become adapted to the community.

What is the best way to make those newcomers feel a necessary part of their community? Do we welcome them, let them know that we're willing to consider new ideas to freshen our stale ones? No, indeed. Even children are sometimes standoffish with a strange child, too ready to criticize and rebuke if he does not at once conform to their ways. If a girl wears her hair long and it's the current fashion to wear it short, she's in the wrong. Not only that, but our police are also on the alert where the stranger is concerned. If his dress is slightly different he's looked upon with suspicion.

Teen-agers don't become delinquents overnight. There's a building up of frustrations and unpleasant experiences. Instead of waiting until the damage is beyond repair, let's start the child on the right track at the beginning of school. Why give a child a



## AMERICAN FAMILY?

skimpy, ill-balanced education and then spend thousands of dollars to rescue him from a life of crime. We should think of the extras in education as a form of insurance or money in the bank. Now is the proper time to begin at the foundation. Let the educators' claim become a reality: Educate the whole child.

You may well ask who will pay for this? The answer is "All of us." We must all work together—the parents, the community, the state, and the federal government. The situation demands everything it can get from every source. Take part of the money spent by the social workers and the money needed to care for delinquents and add it to the school fund. Then have a doctor, a psychiatrist, and a social worker as part of the school system take care of any ill that befalls any child, regardless of his age, race, religion, or mentality.

Who is to be the authority in all this undertaking? Again the answer is "All of us." Not only should the federal government require every school district to have at least one psychiatrist, one doctor, and one social worker. It should also set standards of achievement for each grade. In this way a child from another community or another state won't find himself below or beyond the grade to which he has been promoted. Have you ever seen a youngster put to the test of being set back a grade when he's had above-average marks all his life? Talk about your frustrations and bitterness!

The state government should look to the requirements of the teachers and the physical aspects of the schools. It should also make adult education possible.

The community—the school board and school personnel, with the advice of the psychiatrist and doctor—should see to it that each child is allowed to progress at his own pace. If the child is able to do higher work, let him do it. The more our citizens know, the better off the community will be.

Parents should learn about their schools and co-



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operate with them in every way. Give as much as you can of your time and money. Help to see that home, school, and community are united in their efforts for youth.

To me this would be true democracy in the schools, giving each child the opportunity to develop to the utmost of his ability. Frustrations would be diminished, and so would delinquency. The children would be satisfied to remain in school as long as possible. The nation would be training capable men and women for everlasting brotherhood. And hundreds of children who today are headed for tax-supported institutions would be trained to support themselves.

EVANEDA BREWSTER

### No Retreat from Responsibility

Margaret Mead's article has undoubtedly created considerable comment on the part of parents, educators, and others interested in young people. As a parent, my own reaction to her suggestion that we redesign our educational system to let children leave school at fourteen was "She can't have thought this through carefully." Is she thinking as a writer or as a parent? Few parents with children in that age group will agree with her. This is a solution for someone else's child. In mentally applying it to your own child you find it just isn't good enough!

If any child in his early teens is equipped mentally and emotionally for a job in the adult world, it is the child who has made a good adjustment to school and to his contemporaries. It is the child who has done well in his schoolwork and enjoys participating in school activities. But he is the one who

will remain in school, because he likes it! The boy or girl who wants to leave probably has been unable to make this adjustment—whether for scholastic reasons or because of disturbances at home, lack of money and suitable clothing, poor associations, inadequate counseling and guidance, boredom, or resentment of discipline. This child, who could not adjust himself to a world made up of his contemporaries, is certainly ill prepared for the adult world.

What jobs are open to an inexperienced fourteen-year-old with a minimum of education? With whom will he associate? If he has been difficult to direct and to discipline in the status of a school child on an allowance, what "supervision and protection" will it be possible to give him when he knows the independence of earning his own money?

At an age of unstable and immature emotional reactions, an age subject to mercurial changes of temperament and to extreme self-identification with the group, he will be thrown into a world of older, but not necessarily wiser, people. How is this "boy-man" to adjust? We know that for an adolescent to exist is to conform to the group, in even the minutest detail. Having rejected the school group, to what group shall he conform?

IF A five-year-old cries to drive the family car, shall we let him indulge his whim, hoping that he will see why he must return to his tricycle? What could excuse leaving the important decision of schooling to the emotional judgment of a fourteen-year-old?

For probably he will not return to school—at least not to remain there. After a year or more of work, he will be older than the classmates he must join. He is now used to money in his pockets. He is more worldly, and the pursuits of his classmates seem childish. He has run away from childhood and backed down from adulthood. But most of all, he has lost confidence in the advice and guidance of the adults who *should* have been wiser than he.

Is this child the same one (referred to later in the article) to whom Dr. Mead would have us say, "I am a responsible person in this situation; therefore within this situation you must accept my judgment"? Was not this crucial moment of decision the time to say it?

Discipline by parents can leave off only where self-discipline has been cultivated to take over. The acceptance of a temporarily unpleasant situation would seem wiser than setting a pattern of escape from discipline. How can a young person escape the discipline of military service, the laws of the community, the difficulties that arise in marriage, the conflicts involved in holding a job?

How can we make this child happy in school—adjust him to school or the school program to his needs? Does it mean more Junior Achievement groups? Or the introduction of philosophy in a text

geared to young people? Additional counseling before problems loom so large that the child wants to abandon his educational opportunities and the world of his contemporaries? Are these part of the answer?

But no matter what difficulties the problem presents, it is a responsibility that must be shouldered by adults. Certainly it is not to be solved by pushing into the adult world the least mature of our children.

MRS. LEON WOHLGEMUTH

### "To Each His Own"

Last week I had the pleasure of hearing Professor Harry Gideonse speak on "The Crisis in American Education." He made the point that setting up levels of enforced attendance at school is one method of keeping out of the labor market those students who are not particularly interested in, or adapted to, a really high grade of academic learning. This is in accord with some of the statements made by Secretary of Labor Mitchell in the "symposium in print."

Dr. Mead's point that a student who isn't interested in his classwork ought to be encouraged to find himself—rather than be bored and restless in school—seems to me to be just common sense. The problem of good standards of education concerns all parents. Yet we know that all our children are not endowed with superior, or even above average, ability to learn. However, we believe firmly that with proper guidance they can become useful members of society.

We know too that all abilities do not run parallel. Though our vocational schools have made a start in the right direction, it seems to me that the desire to be a professional man or a white-collar person prompts both students and parents to push on toward this goal. And the troubled times in which we live just add to the restlessness of our adolescents whose abilities run along other lines.

Why could there not be developed for many of these young people a program that would embody the ideas both of Dr. Mead and of those who believe that young people should be kept out of the labor market as long as possible? I am thinking of a really coordinated plan of study and work—part time if you will, and supervised, perhaps even including experimental job placement. Why could not programs for the trades be developed in high schools and junior colleges? Maybe then some of our restless young citizens who are bored with algebra and ancient history might find that their other abilities were really challenged. As Dr. Mead stated, they might later see a purpose in algebra and geometry. At that time they could, without losing face, return to a full-time academic program if they so chose.

Our children are our most precious heritage. No problem concerning their welfare is too big for us to tackle. They certainly deserve an opportunity to find fulfillment—"to each his own."

MRS. PHILIP H. CLEMENTS

(Continued from page 10)

porch were soon bereft of ashtrays, lamps, glass-topped tables, and decorative objects. Books were wedged tightly into bookcases, drawers stuffed with cardboard to keep them from being pulled out. Fire-place equipment went into the cellar, and plants were placed out of reach on the mantel. Even sharp-edged handles on cabinet doors were temporarily removed. Plastic plugs made for the purpose were put into electric outlets. Paul could make his way around the house and explore to his heart's content with seldom a "No" from his mother and with little danger to himself.

Since there were only a few things Paul was forbidden to do, only a few articles he must not touch, he learned fairly quickly to refrain.

Paul's mother does not deny that this arrangement was a nuisance when guests were expected, because it meant partially refurbishing the house. But she believes that it was more than worthwhile from both her point of view and Paul's. She was not worn out from chasing and dashing after him, to keep him away from things he was not yet old enough to recognize as treasured or dangerous objects. Paul was not being perpetually frustrated or punished for the exploration that is natural to a growing child. Perhaps this explains why he did not develop extreme stubbornness or cultivate deliberately annoying habits, as did his cousin, who had been punished continually in accordance with the practices of an earlier generation.

### Permissiveness Has Its Limits

It is important, too, that parents are no longer urged to be completely child-centered. Nowadays we are concerned with the parents' feelings as well as with the child's. They need to develop insight into their own personalities. If they are anxious and worried about bringing up their children and follow modern methods only from a sense of duty, such feelings will be sensed even by a baby. And if they are warm-hearted and feel comfortable, relaxed, and happy, the baby will benefit thereby.

Good parents are not completely subservient to a child; they are persons in their own right. When fully aware of themselves as such, they will give the child the easygoing, natural kind of life that is of first importance for his later social development.

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*Ruth Strang, who is well known to our readers as a director of National Parent-Teacher study programs, is professor of education at Teachers College, Columbia University. A gifted writer as well as a vigorous leader in her field, Dr. Strang is the author of An Introduction to Child Development. Muriel S. Patterson, currently a young mother, was formerly assistant editor of Infants' and Children's Review and of Art News.*

## A GUIDE FOR DISCUSSION

Based on "Progress in Pediatrics," page 27

### Pertinent Points

1. Fifty years ago what did a typical children's physician believe his chief function to be? What changes have taken place since then in the pediatrician's main objectives? What organizations have influenced the standards of pediatric education and practice?
2. Why do pediatricians need to study child development as well as the treatment of disease? What is the role of the pediatrician in parent education?
3. What events made 1909 a memorable year in the history of child welfare? List some of the outstanding activities of the National Congress of Parents and Teachers in the field of child health. What recommendations does our Action Program make for P.T.A. projects in this field? Which of these is your P.T.A. working on?
4. How does the modern definition of health differ from that of 1900? What are today's health goals?
5. How has the rate of child mortality changed since 1900? Discuss Dr. Helmholtz' reasons for the change. What is now the leading cause of children's deaths?
6. What are some of the chief causes of accidents in the home and on the street? How can pediatricians help parents to prevent them? What is your P.T.A. doing about them? Is further teamwork needed among the organizations in your community that are concerned with safety? How can it be promoted?
7. How does the Summer Round-Up operate in your community? Does your P.T.A. encourage annual physical examinations for every school child? Does the school system or the community conduct a program to detect visual and hearing defects among school children?
8. What diseases, once fatal to infants and young children, have been conquered by medical science? What diseases are still prevalent and dangerous? What progress in child health do you foresee within the next fifty years?

### Program Suggestions

- Invite a pediatrician, a school nurse or physician, and a health official to describe the health services for children in your community, such as well-baby, preschool, prenatal, and child guidance clinics; immunization programs; and the like. If any services are lacking, discuss what action should be taken to provide them.
- When a serious public accident occurs—a plane crash, a fire, a train wreck—a board of inquiry is set up to investigate the cause, assign responsibility, and recommend measures to prevent similar accidents. The purpose of the following program is the same:  

Ask a physician, a member of the local safety council, a public health or police officer, and other qualified people to serve as a board of inquiry. The P.T.A. safety chairman then presents to the board the facts about a recent accident involving some child in the community (omitting names, of course). The board should consider these questions: Did the parents or the child lack knowledge of the hazard? Had the parents failed to train the child in safety practices? Had the community failed to provide proper protection—a police officer at an intersection or safe places to play? Who should have supplied the necessary safety education?
- The National Association for Mental Health says, "To have perfect health—to be both healthy and happy—all children require love, acceptance, security, protection, independence, faith, guidance, and control." In an informal group discussion talk over how parents can meet each of these needs.

# Guidance As They Grow

## STUDY-DISCUSSION PROGRAMS

### I. PRESCHOOL COURSE

Directed by Ruth Strang

"Have Child-rearing Customs Changed?" (page 8)



#### Points for Study and Discussion

1. In the days before parent education, it was assumed that parents instinctively knew how to bring up their children. Some did, but many could have learned to be better parents. As parent education developed, there was a tendency to emphasize the things parents did wrong. The newer emphasis is on relieving their anxiety. As a matter of fact, children may turn out well under a great variety of home conditions. What, then, should be parents' attitude toward some new practice in child care? Should they (1) accept it as the last word, (2) think of it as "just another fad," or (3) test it by their own experience and their own observations of children?

2. Give examples of how the pendulum has swung from one extreme to the other with respect to each of the following:

- *Discipline.* From harsh, frequent punishment to excessive permissiveness.
- *Parent-child relations.* From aloofness and too much concern with maintaining authority to trying too hard to be the child's pal.
- *Parents' responsibility.* From ignorance of the role of the parent to anxiety about one's adequacy as a parent.
- *Feeding schedules.* From rigid schedules to complete "self-demand" feeding.
- *Toilet training.* From attempting to have the child acquire bowel and bladder control as early as possible to being content with his acquiring it much later.
- *Thumb-sucking.* From restraining children's hands to paying no attention to thumb-sucking in the preschool years.
- *Crying.* From letting a child "cry it out" to picking him up every time he begins to cry.
- *"Getting into things."* From punishing a child when he shows a natural curiosity about anything to letting him destroy property without any restrictions.

3. Discuss what is the sound, middle-of-the-road point of view between each of these extremes. For example, parent-child relations may be discussed somewhat in this way: In an effort to teach children respect for their elders parents used to assume an attitude of aloofness and dignity. As a reaction to this practice, later parents tried to "be a pal" and spend a great deal of time with their children. This extreme deprived the child of sufficient opportunity to play with other children and also curtailed the parent's opportunity to live his own life. The middle-of-the-road view recognizes that it is good for parents and children to play together part of the time. It recognizes too that a child needs mature parents who can help him interpret the adult world and who exemplify worthy ideals and standards.

4. To illustrate another shift in attitude, consider the child's influence on his parents as well as theirs on him. Give instances of the "circular response," as when a smiling, happy baby calls forth smiles and fondling on the part of adults. This response, in turn, evokes more smiles from the child. Why is it that the whining or aggressive child tends to arouse resentment? Why has it been said that "the unlovable child is most in need of love"?

5. Dicky, twenty months old, seems determined to go to the stove and drag out the broiler or pull himself up to play with the gas jets. His mother is just as determined that he learn early not to go near the stove. After being taken away from it several times, told he mustn't play there, and given something else to do, he begins to understand. Sometimes he will go up to the stove, put his hand out to touch it, then seem to remember and go off again. Occasionally he will sit in front of it for a minute, and scream and kick his feet in frustration. A little distraction, however, makes him forget about it. Discuss this mother's method of dealing with the situation. What treatment would you recommend?

6. What seem to you to be the essentials of sound child care? Would you agree on these? (1) Genuine love and respect for the child. (2) A sensible consistency, day by day, in the parents' treatment of him. (3) A recognition that parents' feelings and good adjustment are as important as the child's. Show how these essentials have brought about changes in many child-care customs.

#### Program Suggestions

- As a basis for discussion a committee might prepare and present a skit called "Child Care—1914 and 1954." Afterward the group can suggest reasons for the various changes and point out the advantages of modern practices.
- American and English literature are full of descriptions of child-care practices, all the way from Dickens and Lewis Carroll ("Speak roughly to your little boy and beat him when he sneezes") to the fiction of the present day. A committee might select the most vivid passages from a number of these books, read them aloud, and then join in a group discussion of each.
- Members may hand in unsigned descriptions of situations in which a parent or some other adult has to choose one of several possible ways of dealing with a child. These should be read to the group, which can then decide on the wisest choice in each case.
- One of the films listed under "References" may be shown and discussed. *Preface to a Life*, for example, gives three versions of a child's development, from birth to adulthood. In each we see the effects of a different parental attitude on his personality growth.

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## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Character for Freedom's Children" (page 24)



### Points for Study and Discussion

1. Why would it be impossible for either freedom or character to exist without the other? (See paragraph 5.)

2. Mr. Ferguson says that we all want to contribute to freedom. In what ways do you feel that freedom is being threatened today? What are some of the groups or agencies that are helping to protect and extend our freedoms? (The courts? Broadcasters? Editors and publishers? Ministers? Legislators?)

3. The author names several human drives that may make it difficult to develop or keep a climate of freedom in the family. How does each of these drives operate? Do you think of others that have the same effect? (Fear of criticism from neighbors? Social ambitions? Unfulfilled personal goals?) Is it possible for parents to detect these drives in themselves and try to counteract them?

4. "How much freedom?" and "Freedom to do what?" are hard questions for parents to answer. Discuss the amount or timing of the following freedoms:

- Food choices.
- Bedtime.
- Selection of friends.
- What clothes to put on each day.
- Religious observances.

In what ways are such considerations as the child's age, his temperament, and the customs of the community involved? What does character development have to do with these decisions?

5. The author differentiates between *being* a character and *having* character; yet he points out a similarity. What is it? What are some traits of character that parents generally want their children to develop?

6. The "example of great men" is said to be a strong positive influence in character building. What would be

your "first five" on a list of great men and women that you think school-age children should learn about?

7. The issues of freedom and character are dramatized in the current "hot" discussions of what to do about comic books. Some persons talk about freedom to print and sell. Others talk about freedom to choose and buy. Some discuss responsibility and self-regulation, both for producers and for readers. How do you feel that freedom and character enter into this question?

8. If you were to pick just one new idea from this article, which would you choose? ("One of the best balance wheels we can build into character is a sense of humor"? "Freedom in the best sense is an act, not a condition"?)

### Program Suggestions

• At this final meeting the group may want to take a few minutes to review the year's experiences. Which meetings were outstanding? What made them so? Which topics were of special interest? Did any single discussion technique prove to be especially good—forum, panel, role playing, film lead-off? Among the references, were some books or pamphlets particularly enjoyed? Has the group found popular books useful? Have you suggestions or choices to pass on to next year's groups or the director of this study program?

• Some years ago it was usual for schools to have courses of study on character education. This is no longer common practice, since we now believe that *all* school activities are related to character development. A series of reports on plans for character-developing experiences from kindergarten through the high school might make an informative and reassuring program on this topic. Announced under some such title as "Progress in Character Development," it could include codes of behavior drawn up by children; suggested standards of good manners; kinds of responsibility taken by children; the cheating problem; and student councils.

• Looking forward to summer, the group may wish to evaluate the community's character-building provisions for children and youth. Does it provide adequately for the following summertime needs?

1. The need to belong (clubs, group activities).
2. The need to play (playgrounds, organized play groups, field days).
3. The need for self-expression (drawing and sketching groups, sewing and other handicrafts, music lessons, shop instruction).
4. The need to serve (community festivals or fairs, roadside planting projects, playground patrols, story hours for younger children).
5. The need to explore (hikes, camping trips, reading groups).
6. The need for values (summer vacation Bible school, church club activities).

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### III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Moral Values and Religious Roots" (page 14)



#### Points for Study and Discussion

1. What evidences do you see around you of the mood of uneasiness and confusion that Dr. Foster says is reflected in young people today? How often are murder, corruption, sex crimes, and gambling headlined in your newspapers? What ethical values appear most frequently in the radio and television programs your family follows? Do your children report that cheating and stealing are prevalent in their school? Just what standards of behavior prevail in the neighborhood where you and your children live? In the community as a whole?

2. How much of the "moral arithmetic" that Dr. Foster recommends as basic in the school curriculum is your school giving its students? How closely has your P.T.A. worked with the school on developing this part of the curriculum?

3. Do your young people participate in various kinds of teen-age group activities? Do you feel that the leadership in these groups is wholesome and constructive? Is it the sort of leadership which encourages the development of a quality of moral fiber that enables a young person to choose his values and then stand up for them in actual situations? Specifically this may make the biggest difference between such organizations as the "Y," the 4-H, and church groups and those, like the street corner gang or the alley mob, that "gang up" for "kicks."

4. What are the spiritual values upheld by the men and women your youngsters admire at the moment? Do your children have enough opportunities to meet and know persons of real stature and genuine spirituality? Or do they expend all their natural hero worship on synthetic stars of stage and screen, believing that the "successful" adult—the celebrity—is the one to be most admired?

5. Just how can we adults assume responsibility for raising the moral tone of our own piece of the world? Can you recall an actual situation in which you or someone you know found it possible to do this? What happened? How would you handle the same incident again if you had a chance? How would you like to see your children manage similar situations?

#### Program Suggestions

One of the most stimulating ways of introducing this topic at a group meeting is through a panel of young people, led by an adult whom they respect and admire. Several high school boys and girls, selected for their ability to

speak freely in the presence of adults, sit informally around a table along with their leader, who encourages them to explore their ideas fully. The discussion might be entitled "When We Grow Up, We Will . . ." or "The World We'd Like To Live In" or "How Our Lives Will Differ from Those of Our Parents."

After the young people have looked at such problems as cheating, drinking, gambling, crime, war, and others that concern us deeply, then the members of the group can ask questions and make pertinent comments. At the close of the program the leader of the panel could make a statement summarizing the main points.

- It might be helpful to ask some person of outstanding moral strength to speak to the group about "what it takes" and what it means to stand up for the values one believes in. This too should be followed by a general give-and-take of ideas.

- A third possibility is a showing and discussion of the film *How To Say No* (see "References"). As part of this program members might list several situations, in addition to those treated in the film, that challenge parents and children.

- Perhaps it would be possible to act out, in spontaneous role playing, some of the methods various members have found to be effective in handling "difficult" situations. Such a program may involve only the study-discussion group, or a number of young people may be invited to share in it. Discussing at home what happened during the session will extend the meaning of this program for individual members and their families.

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##### Pamphlets:

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*Moral and Spiritual Education in Home, School, and Community.*

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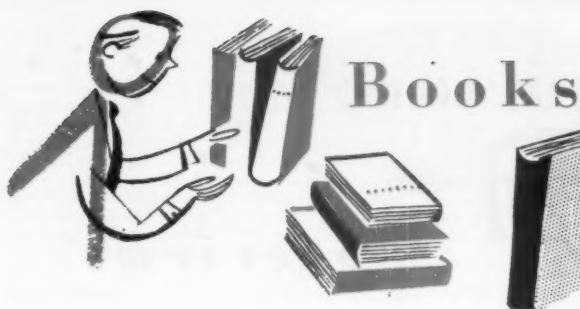
##### Films:

*Getting Ready Morally* (11 minutes). Coronet.

*How To Say No* (11 minutes). Coronet.

#### ABOUT FILMS

If any of the films listed here are not available for rental in your community, write the visual education chairman of your state congress of parents and teachers and ask where they may be obtained. The extension department of your state university will also be able to give you this information—and perhaps to supply you with the film.



**HOW TO BE A MODERN LEADER.** By *Lawrence K. Frank*. New York: Association Press, 1954. \$1.00.

You have no overwhelming aspiration to lead others? Even so, this how-to-do-it book may well be on your reading list. When Psychologist Lawrence Frank writes of leaders, he is thinking of parents and teachers as well as factory foremen, college presidents, captains of ball teams, and chiefs of state. Parents exercise leadership in the home, teachers in the classroom. Anyone who heads up a team is a leader. And anyone who belongs to a team, whether its purpose is work or play, is in touch with leadership.

What patterns does it take? This book gives clues to help you recognize them in yourself and in others. Dr. Frank also draws a portrait of the modern leader, the kind a free society requires. Unhappily, he says, we still have too many of the authoritarian kind. These leaders are not only inappropriate to a free society; they represent a threat to that society.

The good leader of today has little inclination to "boss," to set himself up as the expert who knows all, to dominate in the group. He does not depend on position or prestige or authority. He encourages each member to be himself and at the same time to share in group thinking and planning. How such leadership can be developed is the subject of this book.

Maybe you're about to take over a job that calls for leadership, though you're still new at that kind of role. Be mindful that even the best modern leader has his problems. This book tells you what some of them are and what you can do about them.

Good leaders aren't made in a day. There's too much to learn, too much to unlearn. Trying to grow into the role will take new thinking on the part of those who lead and those who are led. This may not come easily; in fact, it may take a great deal of practice. Dr. Frank makes it seem worthwhile, even essential, that we go to the trouble.

Lawrence Frank, who has spent a lifetime working with many different kinds of groups, is a convincing spokesman for democratic leadership. Whether your own experience in this challenging art is broad or scanty, you will welcome his clear statement on the theory and techniques of leadership in a free society.

**FACTS OF LIFE FOR CHILDREN.** By the *Child Study Association of America*. New York: Maco, 1954. 50 cents. Indianapolis: Bobbs-Merrill, 1954. \$2.75.

"As soon as they can say the words children will ask how they came to be born. There's no reason for not telling them." This candid passage strikes the keynote of a candid book on human birth and growth. It covers not only ques-

tions that children ask—children of all ages, from the very young to teen-agers—but questions that may frequently puzzle parents.

The replies given here are frank and specific. However, the manual wisely goes beyond the facts. It explores the attitudes that, knowingly or not, grownups impart along with the facts. The authors also examine questions about dating that sometimes come up among teen-agers. They offer no ready-made rules of conduct. Instead they suggest points to be weighed, leaving the responsibility for final decisions to parents and young people.

The story of human growth is told here with compelling interest. The straightforward tone of the text is sustained in the color illustrations, which trace the stages of growth from the beginning of life through adolescence to maturity.

This authoritative guide has been placed on sale at newsstands, where readers may purchase it as readily as the daily papers. It should go far toward removing barriers of uncertainty and uneasiness that sometimes hamper instruction in the field of sex education.

**OUR AMERICAN GOVERNMENT: THE ANSWERS TO ONE THOUSAND AND ONE QUESTIONS ON HOW IT WORKS.** By *Wright Patman*. New York: Bantam Books, 1954. 35 cents.

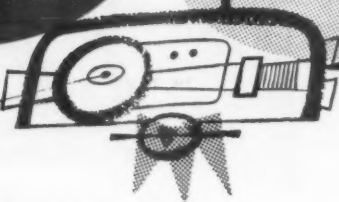
Wright Patman's job is government. Since 1928 he has been a lawmaker on Capitol Hill. During his long career in the U.S. House of Representatives the voters back home have sent him countless inquiries. One thousand and one of these questions form the core of this book. Congressman Patman's answers reveal the broad knowledge of one who has spent a lifetime in government, surrounded by history and history in the making.

Here you can refresh your memory on the origins and the workings of the federal government. You can brush up on the Constitution and the rights it guarantees. You can pin down the meaning of such terms as *straw vote*, *skippet box*, and *corruption of blood*. You may also come across replies to questions that never occurred to you: Are federal buildings insured? How does the U.S. Supreme Court guard against leaks in the announcement of its decisions? Would it be possible for Texas to be divided into five states without the consent of Congress? These random bits are only a small sample of the many facts on American government packed away in these pages.

This highly readable pocket book, with its detailed index, merits a place on the reference shelf of students of government in school or out. P.T.A. program planners may want to note that the questions are tailor-made for quiz-downs on citizenship. Special teaching guides are available free; charts and slides may be purchased at cost.

# Motion

# picture



## previews

**PREVIEW EDITOR, ENTERTAINMENT FILMS**  
MRS. LOUIS L. BUCKLIN

### FAMILY

*Suitable for children if accompanied by adults*

**Assignment Children**—Paramount. An appealing short film about the accomplishments of the United Nations International Children's Fund. Danny Kaye serves as an informal and delightful guide as he jounces in a jeep through six Asiatic countries. He enchants the children with his comic gifts, which know no language barrier, while he shows us the miracles that milk, medicine, DDT, and education make possible through UNICEF.

Family	12-15	8-12
Excellent	Excellent	Yes

**Captain Lightfoot**—Universal-International. Direction, Douglas Sirk. A basically western-style tale trades a twang for a brogue, a guitar for a harp, and seems perfectly at home on the Emerald Isle. Skipping lightly over history, Captain Lightfoot leads the rebellious Irish patriots of a century ago in a constant undercover duel with their English rulers—holding his own against the big city and winning his commanding officer's headstrong daughter. It is gratifying to find an adventure picture in which violence is by no means synonymous with courage. Leading players: Rock Hudson, Barbara Rush, Jeff Morrow.

Family	12-15	8-12
Good adventure tale	Good	Good

**Chief Crazy Horse**—Universal-International. Direction, George Sherman. A small Indian boy sees in the clouds the vision of a brave warrior on a great golden horse who, it is prophesied, will unite the Lakota tribes and lead them to many victories—only to die at the hand of one of his own people. The legend is fulfilled by Chief Crazy Horse. As the rapidly expanding white nation spreads westward in the 1870's, men of good faith and intention, Indian and white, try unsuccessfully to keep peace with promises and treaties. The usual stereotyped, pointless mayhem is lacking in the film. However, a "wiggle test" of the children in the audience revealed that they felt cheated when the camera looked poetically skyward during battle scenes, such as General Custer's defeat. Also they did not like the unhappy ending. Although the pace is slow at times, the production is glossy, and the photography of the Black Hills is superb. Leading players: Victor Mature, Suzan Ball, John Lund.

Family	12-15	8-12
Good western	Good western	Occasionally too slow

**Cinerama Holiday**—Warner Cinerama Corporation. Direction, Louis de Rochemont. Cinerama techniques are still not perfected in this second giant travelogue, but the vast, curved screen can produce stunning effects not obtainable in other film media. There is tremendous exhilaration in flying over the snow-capped Alps, and tobogganing at St. Moritz affords a different type of thrill. The slight story line brings in two attractive young couples, one Swiss and one American, who visit one another's countries, their expenses paid by Cinerama. The Americans also visit Paris. Starting at St. Louis the Swiss couple travel through rugged western terrain, glimpse the gaming tables at Las Vegas, take in a typical jazz-band session in New Orleans, and participate in a New England country fair. Leading players: Fred and Beatrice Toller of Zurich, John and Betty Marsh of Kansas City.

Family	12-15	8-12
Entertaining	Entertaining	Entertaining

**Destination Mago**—Columbia. U.P.A.'s well-known cartoon character, Mr. Magoo, whose nearsightedness continually creates amusing situations, imagines that he has flown to the moon.

Actually his rocket ship, borrowed from a college chum, noses its way down into Luna Park, Coney Island. After a series of adventures Mr. Magoo floats back to earth on a parachute jump. "Just like a trip to Coney Island," he comments jovially.

Family	12-15	8-12
Amusing short	Amusing	Amusing

**The Glass Slipper**—MGM. Direction, Charles Walters. A charming, unpretentious dramatization of the old fairy tale. Leslie Caron is enchanting as Cinderella. Liberties are taken with the story when Cinderella meets her prince before the ball, believing he is the palace chef's assistant. Since this gives the Ballet de Paris an opportunity for several amusing and delightful dances,



A scene from *The Glass Slipper* in which Cinderella, seated in her coach, shows her godmother the invitation to the ball.

one can scarcely object. Estelle Winwood plays the fairy godmother with a droll, topsy-turvy charm. Michael Wilding makes a pleasantly romantic Prince Charming, and Elsa Lanchester a callous stepmother. Leading players: Leslie Caron, Michael Wilding, Estelle Winwood, Elsa Lanchester.

Family	12-15	8-12
Delightful for family party	Delightful	Yes

**Ma and Pa Kettle at Waikiki**—Universal-International. Direction, Lee Sholem. Ma and Pa Kettle certainly get around. Here in Hawaii Pa stumbles sleepily through the role of industrial genius when he inadvertently speeds up production with a blaring radio and develops a wonderful nectar by blowing up a vat of fruit juice. Meantime Ma is horrifying society by her uninhibited, homespun approach. The slapstick humor may prove more embarrassing than funny, except to those who like the Kettle family. Leading players: Marjorie Main, Percy Kilbride.

Family	12-15	8-12
Matter of taste	Matter of taste	Fair

**Tarzan's Hidden Jungle**—RKO. Direction, Harold Schuster. A new Tarzan, Gordon Scott, is still accompanied by the familiar chimpanzee, Cheeta. Tarzan stops some wicked hunters from killing elephants, protects the animal sanctuary of the Zulus, and saves the lives of a nurse and doctor. A mediocre production. Leading players: Gordon Scott, Vera Miles.

Family	12-15	8-12
Fair	Fair	Fair



**White Feather**—20th Century-Fox. Direction, Robert Webb. A dignified western, gorgeously photographed in Cinemascope and Technicolor, tells a supposedly true story of Wyoming in 1877. A young land surveyor wins the friendship of the rebellious son of an Indian chief and is thus instrumental in securing the chief's signature to an important peace treaty. The theme—the crowding of the Indians off their lands by the oncoming whites—is handled with sincerity, if with a compromise here and there. An unpleasant subplot might well have been omitted. Leading players: Robert Wagner, Jeffrey Hunter.

Family	12-15	8-12
Good western	Good western	Slow moving in parts

## ADULTS AND YOUNG PEOPLE

**Chance Meeting**—J. Arthur Rank. Direction, Anthony Asquith. A code clerk at the American Embassy in London meets the daughter of the Minister from an Iron Curtain country, and they fall in love. The boy's superiors and the girl's father see no possibility of their continuing the relationship. Since each of the lovers possesses important information, the older people cannot conceive of their discussing anything but these top-secret matters. In point of fact, however, the pair never even mention them; they think only of each other. Seldom have the loneliness and the essential self-centeredness of young love been shown so perceptively. Leading players: Odile Versois, David Knight, Theodore Bikel.

Adults	15-18	12-15
Thought-provoking	Very mature	No

**Conquest of Space**—Paramount. Direction, Byron Haskin. A technically excellent thriller about the first trip to Mars is plausible throughout, chiefly because of the ingenious handling of science-fiction gadgetry and imaginative special effects. From a man-made satellite six men take off in a rocket ship, break away from gravity, contend with a blazing asteroid, and make a crash landing on Mars. There is considerable excitement before they return to Earth with news about a source of much-needed raw materials. Grueling facial closeups, showing the effects of acceleration, and a good deal of ketchupy blood should rule this film out for impressionable children. Leading players: Walter Brooks, Eric Fleming.

Adults	15-18	12-15
Science-fiction fans	Science-fiction fans	Tense

**East of Eden**—Warner Brothers. Direction, Elia Kazan. A highly charged story, based on John Steinbeck's novel, of a father and his relations with his two sons. The "good" and obedient one he loves. The other, "bad" and independent, he rejects because he cannot dominate him. James Dean, a newcomer with finely drawn good looks, enacts the role of the rejected son with exquisite sympathy. Julie Harris is perfectly cast as the strange girl who loves all three men. Raymond Massey is magnificent as the outwardly kind, idealistic father whose benevolent tyranny cloaks a childish egotism. So well is he portrayed that the viewer begins to question the story's theme. Leading players: Julie Harris, James Dean, Raymond Massey.

Adults	15-18	12-15
Brilliantly directed but confused in development of theme	No	No

**Holiday for Henrietta**—Ardee Films. Direction, Julien de Vivier. Two script-writers are in search of a story for their characters in this delectable French film. One favors melodrama, the other romantic comedy. They carry on their stormy collaboration in bars, barber shops, and bathrooms, in winter and summer, with or without their patient wives but never without their level-headed secretary. The heroine is charming little Henriette, whose birthday and name day both fall on Bastille Day. To celebrate the triple holiday her young man, a press photographer, takes her on a rollicking round of Paris. Complications appear, and before the plot is set to rights we are led through a rich variety of scenes full of wit, invention, and humanity. Leading players: Dany Robin, Michel Roux.

Adults	15-18	12-15
Excellent of type	Mature	No

**The Intruder**—Associated Artists. Direction, Guy Hamilton. When a stockbroker (Jack Hawkins) discovers a burglar in his London home, he recognizes him as "Ginger" Edwards, one of the best men in the regiment he commanded during the war. Why should such a good soldier turn to violence? The former officer decides to find out. Excellently acted flashbacks trace the young man's progression from fearless fighter to hunted criminal. Leading players: Jack Hawkins, Michael Medwin, George Cole.

Adults	15-18	12-15
Thoughtful melodrama	Good	Yes

**It Came from Beneath the Sea**—Columbia. Direction, Robert Gordon. H-bomb tests in the Pacific make a giant octopus radioactive. Avoided by the fish—his natural food supply—he rises to the surface and preys on ships and, ultimately, the Pacific Coast of the United States. He is destroyed by the combined efforts of the Navy and a team of marine biologists (one a youthful and glamorous woman), but not before he has crushed San Francisco's Golden Gate Bridge and Ferry Building with his huge tentacles. Leading players: Kenneth Tobey, Faith Domergue.

Adults	15-18	12-15
Matter of taste	Probably amusing	Yes

**Land of Fury**—Universal-International. Direction, Ken Annakin. An awkward British attempt at a western relates the adventures of the first group of white settlers in New Zealand at the beginning of the nineteenth century. Filmed on location with the cooperation of present-day Maori tribes, the picture has captured the dignity and grace of the Maori people as well as the great natural beauty of their land. From the first, however, the plot wavers between a serious exploration of white-native relationships, and the intrigue and violence of routine melodrama. Leading players: Jack Hawkins, Glynis Johns.

Adults	15-18	12-15
Fair	Poor	Poor

**Man Without a Star**—Universal-International. Direction, King Vidor. Kirk Douglas, experienced man of the cowboy world, may be without a star, but he has just about everything else. He is a top cowhand, handy with fists and guns, and no slouch with a guitar. He has a raw young sidekick—and the vast, technicolored West to play around in. Unfortunately he is also saddled with a plot full of incredible violence and brutality. Leading players: Kirk Douglas, Jeanne Crain.

Adults	15-18	12-15
Offensive	No	No

**Many Rivers to Cross**—MGM. Direction, Joseph Pevney. A farcical western, filmed in musical-comedy style, has little music and less wit. Against larger-than-life woodlands in Cinemascope Bushrod Gentry (Robert Taylor) travels northwest in search of better trapping grounds but is himself trapped by a determined Annie Oakley (Eleanor Parker). Victor McLaglen plays the cute, irascible father of a slue of indifferent sons, apparently left over from *Seven Brides for Seven Brothers*, and one fighting daughter. The male members of the cast break into lusty free-for-alls at a moment's notice. Leading players: Robert Taylor, Eleanor Parker, Victor McLaglen.

Adults	15-18	12-15
Matter of taste	Matter of taste	Matter of taste

**Marty**—United Artists. Direction, Delbert Mann. This is one of the few comedies in which the humor springs directly from characterization and which give us the feeling that life, no matter where one finds it, is pretty wonderful. Elaborated from a television script by Paddy Chayevsky, the story tells of a fat, shy, and unhappy butcher who lives in the Bronx and is the youngest in a large Italian family. Continually urged to find himself a wife, he goes reluctantly to a neighborhood dance hall, is rebuffed by the first girl he asks to dance, and then discovers a plain and unattractive girl who seems to be in a worse plight than he is. When her blind date tries to ditch her, the butcher comes chivalrously to the rescue. Complications arise, but there is a happy ending. The film is filled with skillfully selected detail—poignant, earthy, and humorous. A mature and rewarding picture. Leading players: Ernest Borgnine, Betsy Blair.

Adults	15-18	12-15
Excellent	Excellent	Mature

**New York Confidential**—Warner Brothers. Direction, Russell Rouse. This sensational melodrama, based on the book of the same name, tells how a highly organized international syndicate, dealing in crime and flourishing on profits, apes the trappings of big business—except that “employees” are cold-bloodedly killed off whenever it seems best for the organization. In the end the entire cast (with no help from the impotent police) is eliminated, but we are offered no solution to the problem of halting such syndicates. A lurid, dangerous shocker. Leading players: Broderick Crawford, Richard Conte.

Adults 15-18 12-15  
Matter of taste No No

**The Racers**—20th Century-Fox. Direction, Henry Hathaway. An alternately exciting and boring melodrama about Continental automobile races—in France, Germany, Switzerland, and Italy—and the men who race in them. Kirk Douglas plays the role of an ambitious racing driver who will allow neither fair play, racing rules, nor even the love of a glamorous ballerina to interfere with his ambition to become the world's champion racing driver. Production values are excellent, the story itself second-rate. Leading players: Kirk Douglas, Bella Darvi.

Adults 15-18 12-15  
Brilliant Mature No

Cinemascope photography

**Run for Cover**—Paramount. Direction, Nicholas Ray. James Cagney, an ex-convict unjustly imprisoned, finds happiness and an established place in his community because he believes that most people do not “run for cover” but “pick up the little pieces as they fall.” He struggles vainly, however, to rehabilitate a bitter twenty-year-old youth who had been crippled by hot-headed townsmen seeking two train robbers. Viveca Lindfors, as a Swedish farm girl, and Jean Hersholt, as her father, add dignity to minor roles, but the story becomes confused. Superficial, but a well-acted and better-than-average western. Leading players: James Cagney, Viveca Lindfors, John Derek, Jean Hersholt.

Adults 15-18 12-15  
Fair Fair Fair

**Sabaka**—United Artists. Direction, Frank Ferrin. Produced in India, with authentic settings and some truly breath-taking shots of strange birds and animals, this film is otherwise little different from the brutal, unimaginative westerns we have all seen too often. Leading players: Boris Karloff, Reginald Denny.

Adults 15-18 12-15  
Poor Poor No

**The Stranger's Hand**—London Films. Direction, Mario Soldati. Based on a story by Graham Greene, this British melodrama has all the ingredients of a first-rate thriller. The plot revolves around the efforts of a small English boy to find his father, who has been kidnapped by the Communists. There is the usual quota of cryptic characters so beloved by Greene—men and women whose natural habitat is an atmosphere of mystery and intrigue. And there is the city of Venice, where beauty and decay, hope and despair live side by side. Unfortunately the direction seems deliberately to avoid the tense approach so necessary to tales of suspense. The result is an almost leisurely ramble through Venetian waterways and back alleys. Leading players: Trevor Howard, Alida Valli, Richard O'Sullivan.

Adults 15-18 12-15  
Disappointing Fair Dull

**Tight Spot**—Columbia. Direction, Phil Karlson. A superficial but compact, smartly crackling melodrama based on the play *Dead Pigeon*. Ginger Rogers plays the role of a brassy, heart-of-gold ex-model who, unjustly committed to prison, is removed to a luxurious hotel room by the police. They hope thus to awaken her sense of civic responsibility in order that she will testify at the trial of a dangerous public enemy. Edward G. Robinson is convincing as a frustrated, hard-working attorney. Leading players: Ginger Rogers, Edward G. Robinson.

Adults 15-18 12-15  
Amusing of type Mature No

**Wages of Fear**—Film Sonor-C.I.C.C. Director, H. G. Clouzot. A squalid South American oil town is the end of the line for most of its seamy inhabitants until one day an American oil company offers two thousand dollars to each of four men willing to drive two truckloads of nitroglycerine to a blazing oil well three hundred miles away. Excellent acting, direction, and photography underscore the living nightmare of the journey. Tension mounts with each new assault on the nerves until the final ironic twist. English titles. Leading players: Yves Montand, Charles Vanel, Peter Van Eyck, Folco Lulli.

Adults 15-18 12-15  
Excellent of Too tense No  
its type

## MOTION PICTURES PREVIOUSLY REVIEWED

### Junior Matinee

*The Atomic Kid*—Children and young people, amusing; family, fair.  
*A Gift from Dirk*—Good.  
*West of Zanzibar*—Very good.

### Family

*Abbott and Costello Meet the Keystone Kops*—Good slapstick.  
*Athens*—Amusing.  
*Flight of the White Heron*—Children, fair; young people, interesting backgrounds; family, disappointing.  
*Hunters of the Deep*—Excellent.  
*Jamboree*—1953—Good.  
*The Long Gray Line*—Children, too long; young people and adults, good of its type.  
*The Queen's Birthday Parade*—Excellent.  
*The Supersonic Age*—Children, good; young people and adults, excellent.  
*Trouble in the Glen*—Entertaining.  
*Trouble in Store*—Dull.  
*Underwater!*—Entertaining.

### Adults and Young People

*The Affairs of Masallina*—Children, no; young people, poor; adults, mediocre.  
*The Americana*—Children, mature; young people and adults, matter of taste.  
*Bad Day at Black Rock*—Children, no; young people, mature; adults, excellent thriller.  
*Battle Cry*—Children and young people, no; adults, matter of taste.  
*Battle Taxi*—Children, exciting; young people and adults, interesting.  
*The Beachcomber*—Fair entertainment.  
*The Belles of St. Trinian's*—Children, possibly; young people and adults, matter of taste.  
*The Black Knight*—Children, poor; young people, dull; adults, mediocre.  
*Black 13*—Poor.  
*Black Tuesday*—Children, no; young people, poor; adults, matter of taste.  
*Black Widow*—Children, no; young people, mature; adults, glossy whodunit.  
*The Bridges of Toko-Ri*—Good.  
*Cannibal Attack*—Children and young people, poor; adults, comic-strip level.  
*Cattle Queen of Montana*—Routine.  
*Country Girl*—Children, no; young people, mature; adults, excellent.  
*Crest of the Wave*—Fair entertainment.  
*Day of Triumph*—Interesting.  
*Deep in My Heart*—Good entertainment.  
*Desirée*—Beautiful spectacle.  
*Destry*—Children, no; young people, poor; adults, western fans.  
*Devil's Harbor*—Poor.  
*Doctor in the House*—Good entertainment.  
*Drum Beat*—Children, poor; young people and adults, western fans.  
*The Far Country*—Children, no; young people, poor; adults, matter of taste.  
*Gate of Hell*—Excellent.  
*The Good Die Young*—Children, no; young people, poor; adults, matter of taste.  
*Green Fire*—Fair.  
*The Green Scarf*—Children, no; young people, mature; adults, fair.  
*The Heart of the Matter*—Children, no; young people, mature; adults, matter of taste.  
*Heartbreak Ridge*—Excellent.  
*Half a Pound*—Trash.  
*An Inspector Calls*—Children, no; young people, mature; adults, thought-provoking.  
*It Started in Paradise*—Matter of taste.  
*A Life in the Balance*—Children, no; young people, mature; adults, excellent.  
*Monster from the Ocean Floor*—Waste of time.  
*The Other Woman*—Incredibly bad.  
*The Outlaw's Daughter*—Poor.  
*Phffft*—Children, no; young people, sophisticated; adults, funny.  
*Pirates of Tripoli*—Poor.  
*Prince of Players*—Children, mature; young people and adults, good.  
*The Silver Chalice*—Children, mature; young people and adults, colorful spectacle.  
*Six Bridges to Cross*—Poor.  
*Smoke Signal*—Children, mature; young people and adults, western fans.  
*The Steel Cage*—Children and young people, poor; adults, matter of taste.  
*Target Earth*—Mediocre.  
*Ten Wanted Men*—Children, no; young people, violent and sadistic; adults, matter of taste.  
*Theodora, Slave Empress*—Children, poor; young people and adults, spectacle fans.  
*There's No Business like Show Business*—Matter of taste.  
*Three for the Show*—Children, no; young people, mediocre; adults, matter of taste.  
*The Tiger and the Flame*—Fair.  
*Tonight's the Night*—Children, mature; young people and adults, matter of taste.  
*Track of the Cat*—Children, mature; young people, different; adults, good.  
*20,000 Leagues Under the Sea*—Spectacular melodrama.  
*Vera Cruz*—Children, no; young people, poor; adults, stupid and brutal.  
*The Violent Men*—Children and young people, no; adults, matter of taste.  
*White Orchid*—Poor.  
*Women's Prison*—Very poor.  
*Young at Heart*—Children, too long; young people and adults, lightly diverting.

### 16mm Films

*Andy's Animal Alphabet*. For children.  
*Beaver Valley*. For parents and children.  
*Corral*. For parents and children.  
*Freedom to Learn*. For parents.  
*Job*. For parents.  
*Life in a Garden*. For parents and children.  
*One Little Indian*. For children.  
*Parents Are People, Too*. For parents and older children.  
*Skippy and the 3 R's*. For parents.  
*Ti-Jean Goes Lumbering*. For children.

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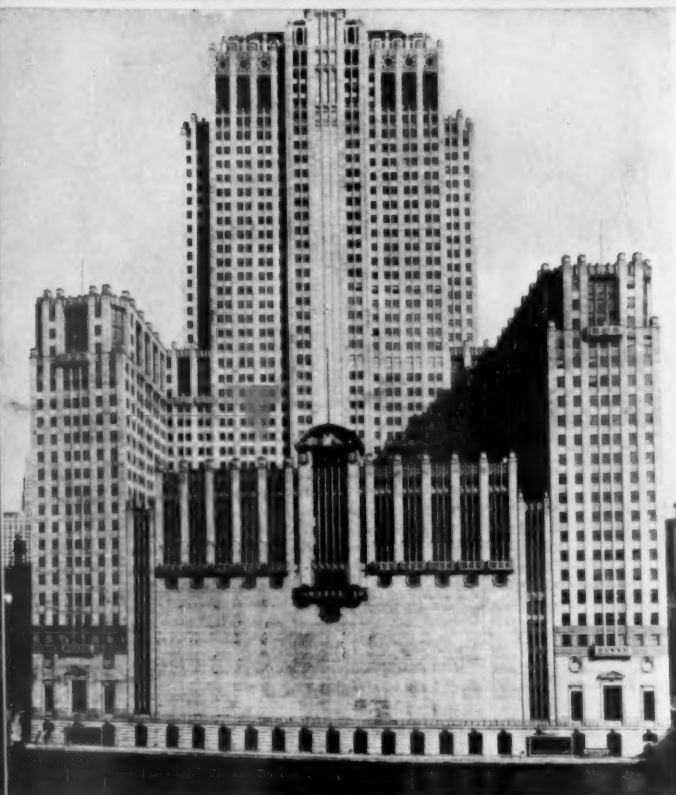
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Section meetings, each pertinent to the urgent concerns of the parent-teacher organization, will be held daily.

The long awaited and never-to-be-forgotten dedication of our new national headquarters will take place on Monday night, May 23.

*Annual Convention*  
**NATIONAL CONGRESS  
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 Chicago, Illinois, May 23-25, 1955

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